COLLEGE CATALOG

2018-2019

MERCY COLLEGE
OF HEALTH SCIENCES

Mercy College of Health Sciences
2018 - 2019 Catalog

http://www.mchs.edu/catalog

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Academic Calendar 2018-19

Fall Semester 2018 (15-week term)

September 4	First Day of Class
September 4	Fall Tuition Payment Deadline or Installment Payment Plan Established
September 10	Last Day to Add a Class
September 10	Last Day to Drop Classes with Refund
October 5	Fall Recess - No Classes (Faculty and Staff Professional Development Day)
October 26	Mid Term
November 2*	Last Day to Drop Classes
November 5-9	Senior/Junior Registration for Spring 2019
November 12-16	Sophomore/Freshman Registration for Spring 2019
November 22-25	Thanksgiving Break (No Classes after 4 pm, Wed. Nov. 22)
December 15	Last Day of Semester
December 16 - January 6	Winter Break

Term I (Accelerated 8-week term)

August 27	Term I First Day of Class
August 27	Term I Tuition Payment Deadline
August 31	Term I Last Day to Add or Drop with a refund
September 3	Labor Day – No Classes, College is closed
September 28*	Term I Last Day to Drop Classes
October 5	Fall Recess- No Classes (Faculty and Staff Professional Development Day
October 20	Term I Last Day of Class

Term II (Accelerated 8-week term)

October 22	Term II First Day of Class
October 22	Term II Tuition Payment Deadline
October 26	Term II Last Day to Add or Drop with a refund
November 5-9	Senior/Junior Registration for Spring 2019
November 22-25	Thanksgiving Break (No Classes after 4 pm, Wed. Nov. 22)
November 23*	Term II Last Day to Drop Classes
December 15	Term II Last Day of Class
December 16 - January 6	Winter Break

Spring Semester 2019 (15-week term)

January 7	First Day of Class
January 7	Spring Tuition Payment Deadline or Installment Payment Plan Established
January 13	Last Day to Add a Class
January 13	Last Day to Drop Classes with Refund
January 21	Martin Luther King Jr. Day, No Classes
March 1	Mid Term
March 8*	Last Day to Drop Classes
March 11-16	Senior/Junior Registration for Summer 2019
March 17-23	Spring Break
March 25-29	Sophomore/Freshman Registration for Summer 2019
April 19	Good Friday (Campus Closes at Noon)
April 26	Commencement Day
April 27	Last Day of Semester

Term III (Accelerated 8-week term)

January 7	Term III First Day of Class
January 7	Term III Tuition Payment Deadline
January 11	Term III Last Day to Add or Drop with a refund
January 21	Martin Luther King Jr. Day, No Classes
February 8	Term III Last Day to Drop Classes*
March 2	Term III Last Day of Class

Term IV (Accelerated 8-week term)

March 4	Term IV First Day of Class
March 4	Term IV Tuition Payment Deadline
March 8	Term IV Last Day to Add or Drop with a refund
March 11-16	Senior/Junior Registration for Summer 2019
March 17-23	Spring Break
March 25-29	Sophomore/Freshman Registration for Summer 2019
April 19	Good Friday (Campus Closes at Noon)
April 12	Term IV Last Day to Drop Classes*
May 4	Term IV Last Day of Class

Summer Semester 2019 (15-week term)

May 6	First Day of Class
May 6	Summer Tuition Payment Deadline or Installment Payment Plan Established
May 12	Last Day to Add a 15-Week Session Class
May 12	Last Day to Drop 15-Week Session Classes with Refund
May 27	Memorial Day, No Classes
June 28	Mid Term
July 4	Independence Day, No Classes
July 5	Last Day to Drop 15-Week Session Classes*
July 8-12	Senior/Junior Registration for Fall 2019
July 15-19	Sophomore/Freshman Registration for Fall 2019
August 17	Last Day of Semester

Summer Semester 2019 (12-week term)

May 28	First Day of Class
May 28	Summer 12-Week Tuition Payment Deadline or Installment Payment Plan Established
June 3	Last Day to Add a 12-Week Session Class
June 3	Last Day to Drop 12-Week Session Classes with Refund
July 4	Independence Day, No Classes
July 5	Mid Term
July 15	Last Day to Drop 12-Week Session Classes*
July 8-12	Senior/Junior Registration for Fall 2019
July 15-19	Sophomore/Freshman Registration for Fall 2019
August 17	Last Day of Semester

Dates are subject to change.

* Dropping a class before this date will result in a grade of “W”. Dropping a class after this date will result in a grade of “F”. The last day to drop courses, less than 15 weeks long, will be at the 60% point.

Academic Calendar 2019-2020

Fall Semester 2019 (15-week term)

September 3	First Day of Class
September 3	Fall Tuition Payment Deadline or Installment Payment Plan Established
September 9	Last Day to Add a Class
September 9	Last Day to Drop Classes with Refund
October 4	Fall Recess - No Classes (Faculty and Staff Professional Development Day)
October 25	Mid Term
November 1*	Last Day to Drop Classes
November 4-8	Senior/Junior Registration for Spring 2018
November 11-15	Sophomore/Freshman Registration for Spring 2018
November 28-Dec. 1	Thanksgiving Break (No Classes after 4 pm, Wed.)
December 14	Last Day of Semester
December 15 - January 5	Winter Break

Term I (Accelerated 8-week term)

August 26	Term I First Day of Class
August 26	Term I Tuition Payment Deadline
August 30	Term I Last Day to Add or Drop with a refund
September 2	Labor Day – No Classes, College is closed
September 27*	Term I Last Day to Drop Classes
October 4	Fall Recess- No Classes (Faculty and Staff Professional Development Day)
October 19	Term I Last Day of Class

Term II (Accelerated 8-week term)

October 21	Term II First Day of Class
October 21	Term II Tuition Payment Deadline
October 25	Term II Last Day to Add or Drop with a refund
November 4-8	Senior/Junior Registration for Spring 2019
November 28-Dec. 1	Thanksgiving Break (No Classes after 4 pm, Wed.)
November 22*	Term II Last Day to Drop Classes
December 14	Term II Last Day of Class
December 15 - January 5	Winter Break

Spring Semester 2020 (15-week term)

January 6	First Day of Class
January 6	Spring Tuition Payment Deadline or Installment Payment Plan Established
January 12	Last Day to Add a Class
January 12	Last Day to Drop Classes with Refund
January 20	Martin Luther King Jr. Day, No Classes
February 28	Mid Term
March 6*	Last Day to Drop Classes
March 9-14**	Spring Break
March 16-20	Senior/Junior Registration for Summer 2020
March 23-27	Sophomore/Freshman Registration for Summer 2020
April 10	Good Friday (Campus Closes at Noon)
April 24	Commencement Day
April 25	Last Day of Semester

Term III (Accelerated 8-week term)

January 6	Term III First Day of Class
January 6	Term III Tuition Payment Deadline
January 10	Term III Last Day to Add or Drop with a refund
January 20	Martin Luther King Jr. Day, No Classes
February 7*	Term III Last Day to Drop Classes
February 29	Term III Last Day of Class

Term IV (Accelerated 8-week term)

March 2	Term IV First Day of Class
March 2	Term IV Tuition Payment Deadline
March 6	Term IV Last Day to Add or Drop with a refund
March 9-14**	Spring Break
March 16-20	Senior/Junior Registration for Summer 2019
March 23-27	Sophomore/Freshman Registration for Summer 2019
April 10	Good Friday (Campus Closes at Noon)
April 10*	Term IV Last Day to Drop Classes
May 2	Term IV Last Day of Class

Summer Semester 2020 (15-week term)

May 4	First Day of Class
May 4	Summer Tuition Payment Deadline or Installment Payment Plan Established
May 10	Last Day to Add a 15-Week Session Classes
May 10	Last Day to Drop 15-Week Session Classes with Refund
May 25	Memorial Day, No Classes
June 26	Mid Term
July 4	Independence Day, No Classes
July 2*	Last Day to Drop 15-Week Session Classes
July 6-10	Senior/Junior Registration for Fall 2020
July 13-17	Sophomore/Freshman Registration for Fall 2020
August 15	Last Day of Semester

Summer Semester 2020 (12-Week Term)

May 26	First Day of Class
May 26	Summer 12-Week Tuition Payment Deadline or Installment Payment Plan Established
June 1	Last Day to Add 12-Week Session Classes
June 1	Last Day to Drop 12-Week Session Classes with Refund
July 3-4	Independence Day, No Classes
July 2	Mid Term
July 13*	Last Day to Drop 12-Week Session Classes
July 6-10	Senior/Junior Registration for Fall 2020
July 13-17	Sophomore/Freshman Registration for Fall 2020
August 15	Last Day of Semester

Dates are subject to change.

* Dropping a class before this date will result in a grade of “W”. Dropping a class after this date will result in a grade of “F”. The last day to drop courses, less than 15 weeks long, will be at the 60% point.

** Spring Break Dates are tentative.

The College

Catholic Identity Statement

Mercy College of Health Sciences is a Catholic institution of higher education whose purpose is to educate students for service and leadership roles in health care in fulfillment of the universal mission of the Roman Catholic Church and the particular charisms of the Religious Sisters of Mercy.

As a Roman Catholic institution of higher education, Mercy College strives to witness to and promote the Church's social teaching and moral Principles in areas such as the respect for all human life, the fostering of peace and justice, the eradication of poverty and unjust discrimination, the development of all peoples and the growth of human culture.

In response to the specific call of the Religious Sisters of Mercy, the College fosters the pursuit of truth and knowledge and strives to nurture the growth and wellness of the whole person – physically, spiritually, intellectually and morally.

The College manifests these beliefs by:

- Providing health sciences education rich in values and offering opportunities for spiritual, intellectual, cultural and ethical growth;
- Demonstrating leadership in service to the community, especially those who are underserved;
- Building and sustaining a Catholic Christian community called by God to live together as a holy people bound by love, solidarity and self-giving, and faith. This Catholic Christian community thus becomes a sign of God's presence within and among us;
- Respecting the beliefs of those members of other religious and spiritual traditions and inviting them to share the gifts they bring to the community;
- Providing opportunities for prayer, reflection and the study of Sacred Scripture;
- Celebrating liturgy and participating in the Sacraments; and
- Participating in the creation and development of societal structures that are humane, just and respectful of the rights and dignity of the human person.

Inspired by the example of Catherine McAuley, who founded the Religious Sisters of Mercy and who dedicated her life to reaching out in service in Jesus' name, we, as a college community, strive continually to make this vision of our Catholic identity a reality throughout the living and learning environment of the College.

History of Religious Sisters of Mercy (RSM)

The core values of today's Mercy College were born when Catherine McAuley founded the Sisters of Mercy in Dublin in 1831 in response to the desperate poverty of Ireland's Catholics under the British Penal laws. Catherine used her inheritance to open Baggot Street House of Mercy where she and like-minded women instructed children and taught young women the skills they needed to become independent. They visited the sick in hospitals and in their homes and became known in Dublin as "The Walking Nuns." The Vatican formally recognized the community in 1841, shortly before Catherine died.

Frances Warde, one of the first women to profess her vows as a Sister of Mercy, came to the United States in 1843 in response to requests from U.S. Bishops to minister to Irish immigrants. By 1893, three sisters from Mercy Hospital in Davenport opened a new hospital in Des Moines. Under the leadership of Mother Mary Baptist Martin, they provided their first care from rooms rented at Hoyt Sherman Place.

In 1899, the Mercy Hospital Training School was officially established to educate nurses. Seven students graduated in the first class in 1901.

Mercy College evolved from Mercy School of Health Sciences, a certificate and diploma institution established as a consolidation of the Mercy Schools of Nursing, Radiology and Emergency Medical Services in January 1994. Mercy College was formed in July 1995. Mercy College works with Mercy Medical Center – Des Moines, a member hospital of Catholic Health Initiatives.

The founding beliefs established by the Sisters of Mercy continue to guide the College as it educates nurses, allied health, and health science professionals in its third century of operation and as it begins its third decade as a private accredited institution of higher education. Mercy College encourages an open mind, a desire to comprehend, and a sense of respect for ethnic and cultural diversity.

Vision

To be a national leader for excellence in the delivery and innovation of health sciences education.

Mission

Mercy College prepares graduates for service and leadership in the health care community by integrating its core values with a professional and liberal arts and sciences education.

Values

Mercy College of Health Sciences is a Catholic institution of higher education, rooted in the heritage of the Sisters of Mercy, guided by our core values of knowledge, reverence, integrity, compassion, and excellence.

Core Values Defined

Mercy College is guided by the five core values:

Knowledge: ability to instill in our college community a thirst to continually study, investigate, observe, and experience the world all-around for facts and ideas that can improve the health and well-being of humankind and create a love for learning.

Reverence: profound spirit of awe and respect for all creation; shaping relationships to self, to one another, and to God; and acknowledging that we hold in trust all that has been given to us.

Integrity: moral wholeness, soundness, uprightness, honesty, sincerity, as basis of trustworthiness.

Compassion: feeling with others, being one with others in their sorrows and joy, rooted in the sense of solidarity as members of the human community.

Excellence: outstanding achievement, merit, virtue; continually surpassing standards to achieve/maintain quality.

Institutional Outcomes

To fulfill its mission, Mercy College is committed to achieving the following institutional outcomes:

Knowledge Acquisition, Construction, Integration, and Application

1. Gains core knowledge and skills to build capacity for life-long learning.
2. Applies knowledge to a new situation or setting.
3. Demonstrates critical thinking.

Communication

4. Writes effectively in a variety of forms and settings.
5. Speaks effectively in a variety of forms and settings.
6. Listens to comprehend.
7. Reads to comprehend.
8. Collaborates respectfully with others to accomplish a common goal.

Servant Leadership

9. Exhibits personal accountability as a servant leader.
10. Exhibits social accountability as a servant leader.
11. Addresses community, national, and global needs through service.

Evidence-Based Continuous Improvement

12. Gains insights through assessment data.
13. Makes data-informed decisions to improve outcomes.
14. Attains purposeful change to improve outcomes.
15. Monitors outcomes progress.

Philosophy

Philosophy of Assessment

Mercy College has a commitment to embed in its culture meaningful, manageable, and sustainable assessment practices to enhance lives. To that end, the College is dedicated to implementing a systematic, continuous process of improvement aligned with its vision, mission, and values.

Philosophy of Distance Education

Distance education at Mercy College uses best-practice instructional methods and technologies to provide accessible, high quality educational opportunities that meet the needs of students, faculty, and the broader health care community seeking knowledge and skilled health care professionals.

Philosophy of Diversity

Mercy College believes it is important to encourage an open mind, a desire to comprehend, and a sense of respect for ethnic and cultural diversity.

Accreditation

Mercy College is accredited by the Higher Learning Commission (HLC).

The Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

The Emergency Medical Services Certificates are accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

The Medical Assisting Certificate is accredited by the Commission on Accreditation of Allied Health Educational Programs (CAAHEP).

The Medical Laboratory Science Certificate is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

The BSN and RN to BSN, leading to a Bachelor of Science in Nursing Degree is accredited by the Commission on Collegiate Nursing Education (CCNE).

The Bachelor of Science in Nursing (BSN) has interim approval of the Iowa Board of Nursing (IBON).

The Associate of Science in Nursing (ASN) and the RN to BSN leading to a Bachelor of Science in Nursing Degree has approval of the Iowa Board of Nursing (IBON).

The Associate of Science in Nursing Degree is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The Physical Therapist Assistant Associate of Science Degree is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Radiologic Technology Associate of Science Degree is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The Surgical Technology Certificate is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

The Mercy College Training Center is accredited by the American Heart Association.

Institutional Memberships

American College Testing
Alpha Beta Kappa National Honor Society
American Association of Collegiate Registrars & Admission Officers
American Society of Colleges of Nursing
American Health Science Education Consortium
Association of American Colleges and Universities
Association of Catholic College and Universities
Association of College Administration Professional
Association of Governing Boards of Universities & Colleges
Catholic Campus Ministry Association
Catholic College Cooperative Tuition Exchange
Commission on Accreditation of Allied Health Education Programs
Commission on Collegiate Nursing Education
Conference for Mercy Higher Education
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Des Moines Area Inter-professional Education Collaborative
Higher Learning Commission
Home Base Iowa
Iowa Association for College Admission Counseling
Iowa Association of Colleges of Nursing
Iowa Association of Computing Teachers
Iowa Association of Independent Colleges and Universities
Iowa Association of Student Financial Aid Administrators
Iowa Campus Compact
Iowa Distance Learning Association
Iowa Organization of Nurse Leaders
Iowa Private Academic Libraries
Iowa Religious Media Services
National Association of College Admission Officers
National Association of Colleges & University Business Officers
National Association of Independent Colleges & Universities
National Association of Student Financial Aid Administrators
National Campus Compact
National League for Nursing
National Orientation Directors Association
National Student Nurses Association
The Alpha Eta Society
The Tuition Exchange, Inc.
Upper Midwest Association of Collegiate Registrars and Admissions Officers

Notices

Campus Safety Statement

Mercy College has information available regarding campus crime statistics. This information may be obtained from the College website at http://www.mchs.edu/Academics/Campus-Services/Campus-Safety-and-Security.

Catalog Not a Contract

This catalog is presented as informational only and is not a contract between Mercy College and its students. The information, policies, and procedures contained in this catalog are subject to change at any time with or without notice.

College Information

All College documents contain current pertinent information. Mercy College reserves the right to make changes as necessary, including changes in academic requirements, policies, and fees. Changes shall go into effect whenever appropriate with such notice as is reasonable under the circumstances.

Completion Rates

Mercy College publishes information concerning student completion rates and performance on professional licensure/certification examinations. This information may be obtained from College admissions staff. Institutional completion rates are available on the College website.

Confidentiality

Mercy College complies with the Family Educational Rights and Privacy Act (FERPA) of 1972 and amendments, which governs access to and release of student academic and financial records. Third party access to non-directory information is not permitted without the student's written consent, except as allowed by law. At its discretion the institution may provide directory information which is defined as: student name, address, telephone number, student email address, photograph, date and place of birth, major field of study, dates of attendance, grade level (i.e. freshman, sophomore, junior, or senior), degrees, honors and awards, most recent previous educational institution attended, and participation in College activities. FERPA also recognizes that information can, in case of an emergency, be released without consent when needed to protect the health and safety of others.

Non-Discrimination

It is Mercy College of Health Sciences' policy to conduct all academic programs and business activities in a manner that is free from unlawful discrimination and to provide equal opportunity for and equal treatment of students and employees regardless of race, color, age, ethnicity, religion/creed, national origin, pregnancy, sexual orientation, gender, gender identity, genetic information, sex, marital status, disability or status as a U. S. veteran or any other factor protected by law. Inquiries regarding nondiscrimination policies may be directed to the Vice President, Enrollment Management and Student Affairs or the Human Resources' Business Partner at (515) 643-3180, 928 6th Avenue, Des Moines, Iowa 50309, mchshr@mercydesmoines.org.

Professional Malpractice/Liability

Students who are currently enrolled in a Mercy College degree or certificate, are functioning within the scope of their practice, and are being supervised by an approved instructor/preceptor during a scheduled clinical experience on Mercy's campus or with a contract affiliate are covered under the Professional Malpractice Insurance of Mercy Medical Center – Des Moines.

Accommodations for Disabilities

Mercy College is committed to equality of educational opportunity for all students. The Student Success Center facilitates academic accommodations and services for students with disabilities so students have equal access to College programs and activities. It is the responsibility of the qualified individual with disability to disclose information regarding the nature and extent of the disability to the Director of Student Success in the Student
Success Center.

Admissions

Admission to the College

Mercy College shall consider any qualified person for admission to the College. Prospective students are invited to tour the campus and meet with an admissions representative, financial aid representative, and/or program representative. Mercy College holds admission information sessions throughout the year for prospective students and their parents.

After receipt of an application and all official high school and college transcript(s), the prospective student's application and transcripts are reviewed for admission into the College. Admission into the College is selective and does not guarantee admission into a professional program. Each degree and certificate retains the right to set application deadlines and to limit enrollment. (*See sections for admission requirements to specific major.*)

Qualified applicants are admitted in compliance with federal and state non-discrimination statutes and the Americans with Disabilities Act. All students have equal access to the facilities. Financial aid is determined by federal guidelines.

Mercy College's method of communication is through email and phone calls. It is the responsibility of prospective students to keep the College Admissions Department informed of their preferred email address and current phone number for all correspondence. Students who lack email access should communicate with College Admissions staff early in the process to establish an alternate communication method. All students are provided a College email address upon enrollment which will then be used for official College communications.

Application to College Deadlines

Applications for admission to the College throughout the academic year must be received by the dates shown below for priority consideration. Applications arriving after these deadlines will be considered on a space available basis. Prospective students must submit all official high school and college transcript(s) for their file to be reviewed for admission to the College. If transcripts are not received, the application may be inactivated after 60 days or rolled forward to the next available academic term if requested. Admission to a specific major may have earlier deadlines. (*See sections for admission requirements to specific major.*)

Semester	Application Deadline*	Transcript Deadline
Fall Semester	July 15	August 15
Spring Semester	November 15	December 15
Summer Semester	March 15	April 15

* For priority consideration applications should be submitted by the application deadline.

Application to College Procedure

Prospective students must:

1. Complete and submit the online Application for College Admission.
2. Submit official transcripts for all institutions attended (as outlined below) to Mercy College. Prospective students must submit all required transcripts. If all required transcripts are not received within 60 days, the prospective student's application will be inactivated until receipt of all transcripts. Transcripts are considered official only when they are received directly from the educational institution to the College and bear the education institution's seal or the signature of an educational institution's

official. Failure to report or submit all previous transcripts is considered sufficient cause for denial of an application or cancellation of admission or registration.

a. Official high school transcript from an accredited secondary school or its equivalent. For high school students enrolled in college or Advanced Placement (AP) courses, an official transcript from the college(s) attended and/or the College Board (for AP courses) should be sent to Mercy College. High school transcripts are NOT required for students who have completed an associate degree or higher from an accredited college or university unless it is needed to verify admission requirements for the major. (*See sections for admission requirements to specific major.*)

b. Official report of the applicant's American College Testing (ACT) scores if available.

c. Official High School Equivalency Test (HiSET) transcript or General Education Development (GED) scores (if applicable).

d. Official transcripts from each college attended (if applicable) including college coursework attempted while in high school.

3. If you have prior military service, submit a copy of the Military Discharge Form (DD214) to the Registrar's Office. If you are a Selected Reservist, submit a copy of Basic Eligibility (DD2384) to the Registrar's Office.

4. For the purpose of applying to Mercy College of Health Sciences, English may be considered your primary language if you have been raised in an environment where English is an official language of your locality and nation, and English has been the primary language used in your home. Applicants whose primary language is not English must meet an English proficiency requirement in one of the ways listed below.

    a. Internet-Based TOEFL (IBT): score of 71 with minimum scores of 17 in the Speaking and Writing sections.
    b. Paper-Based TOEFL (PBT): score of 530.
    c. International English Language Testing System (IELTS): an overall band score of 6.0 with no sub score below 5.5.
    d. Pearson Test of English-Academic (PTE): score of 48.
    e. American College Testing (ACT) English sub score of 20.
    f. Complete the equivalent of ENG 101 and ENG 102 with a B- or better at a regionally accredited US institution where the primary language of instruction is English.

    Official TOEFL and PTE scores should be reported directly to Mercy College of Health Sciences by the testing agency. (Scanned copies, photocopies, and Web results are not accepted.). For IELTS, results should be sent directly to the Office of Admissions by the testing center where you took the IELTS.

    Note for students transferring from United States postsecondary schools: Mercy College of Health Sciences does not automatically waive the English requirement for students who have taken English courses at United States postsecondary institutions.

Applications will be reviewed once the Admissions Department receives all of the required documents identified above. Admissions Department personnel will determine if the criteria for admission to the College has been met. Exceptions to admission requirements stated above may be made at the discretion of the Director of Admissions.

Students applying for admission may be impacted by State Authorization Laws if intending to reside outside of Iowa during the enrollment period.

Credit by Examination

Mercy College ensures its academic integrity by awarding credit only for successful completion of a college-level course or for specified examination programs. The total combined examination credits cannot exceed 24 credit hours. College Level Examination Program (CLEP), DSST (formerly known as

Dantes Subject Standardized Test), Advanced Placement (AP), and Challenge Examination may not be taken as a prerequisite to a course a student is taking or has completed. A Credit by Examination Test may not be taken to replace a failed course.

Advanced Placement (AP) Program

The AP program involves students completing college-level courses during high school and then taking standardized tests to assess whether college-level learning has occurred. Mercy College will award credit hours through AP programs provided that the student achieves a rating of at least a "three" (equivalent to a grade of "C") on each test for which credit is desired. Official AP transcripts must be requested by the prospective students from www.collegboard.com and sent directly to Mercy College.

Challenge Examination

Students, who believe they are knowledgeable in certain subject areas and wish to receive college credit for this knowledge, may challenge the course by sitting for the Challenge Examination. Not all courses at Mercy College are available for students to challenge. If a CLEP exam is available for a course, the student may only take the CLEP exam and may not challenge the course. Mercy College will award credit hours through Challenge Examinations provided that the student achieves at least 80 percent on the test in question. The student must pay the Challenge Examination fee prior to taking the Challenge Examination.

College-Level Examination Program CLEP and DSST

Examinations offered through CLEP and DSST (formerly known as DANTES subject standardized tests) are based upon material that is taught in introductory-level college courses. Mercy College will award credit hours through CLEP and DSST provided that the student achieves a scaled score equivalent to a "C" on each test for which credit is desired. Students are encouraged to contact the Registrar for a current listing of CLEP and DSST examinations and the corresponding scaled scores for which the College will award credit. Official transcripts must be requested by the prospective students from www.collegboard.com for CLEP transcripts or www.getcollegecredit.com for DSST transcripts and mailed directly to Mercy College.

Experiential Learning Credit

Mercy College does not award Experiential Learning Credit.

Criteria for Admission to the College

(See individual degree and certificate sections for admission information and criteria for admission to specific majors.)

1. First-time college students – A student who has no prior postsecondary experience attending any institution for the first time at the undergraduate level who has graduated from high school. This includes students who entered with advanced standing (college credits earned before graduation from high school). A student is also considered a first time college student if they enroll at Mercy College the fall term immediately following high school graduation and earned college credit during that summer. The admission of high school students prior to graduation is contingent upon successful completion of graduation requirements with grades comparable to those upon which the admission decision was based. A first time college student must meet one of the following:
    a. Have a high school cumulative grade point average of 2.25 or higher; or
    b. Have an ACT composite score of 18 or higher,
2. College transfer students - A student who has previously attended a postsecondary institution following high school graduation with at least nine (9) credit hours or more of postsecondary course work. Students with fewer than nine (9) credit hours of postsecondary course work will be considered for admission under #1 First-time college student or #3 High school completion student. The admission of transfer students prior to completion of postsecondary coursework at another institution is contingent upon successful completion of these courses with grades comparable to those upon which the admission decision was based.

a. Must have a cumulative grade point average of at least 2.25 on a 4.0 scale at the regionally accredited college where the most recent 9 or more credit hours were attempted.

3. High school completion students – A student seeking admission as a degree candidate who holds an equivalency diploma issued by his/her state department of education must meet one of the following:
    a. Earn a General Education Development (GED) certificate; and
        - Prior to 2014, achieve a standard score of 465 or higher on the GED or
        - As of 2014, achieve a standard score of 170 or higher on the GED
    b. Earn a High School Equivalency Test (HiSET) diploma; and
        - Achieve a scaled score of at least 8 out of 20 on each individual subtest and
        - Score at least 2 out of 6 on the Language Arts – Writing essay section, and
        - Achieve a total scaled score of at least 45 out of 100 on all five subtests.

4. Home school high school students:
    a. Provide a transcript signed by the students' academic evaluator documenting the courses taken while in home school, credit earned in each course, and letter grade achieved, reflecting a high school cumulative grade point average of 2.25 or higher; and
    b. Have an ACT composite score of 18 or higher.

Admissions Department personnel will determine if criteria for admission to the College has been met. Admissions Department personnel may consider an applicant for admission utilizing United States Department of Education recognized high school diploma equivalencies. Admission to the College does not guarantee admission to a major, professional degree and/or certificate. Upon being granted general College admission, students are encouraged to enroll in liberal arts and science courses in the School of Liberal Arts and Sciences at Mercy College. Prospective students will receive an acceptance status letter from the Admissions Department after the application process has been completed.

Documented, Non-United States Citizens

In addition to College admission criteria and procedures, set forth above, non-United States citizens must:

1. Submit certified copy of passport document for entry to the US.
2. Submit certified copy of official INS document verifying Current Immigration Status (ex: refugee) or Alien Registration Number, Form 1551.
3. Submit official secondary and/or college transcripts accompanied by a certified English translation and credit evaluation prepared by a professional transcript evaluation organization.
4. For the purpose of applying to Mercy College of Health Sciences, English may be considered your primary language if you have been raised in an environment where English is an official language of your locality and nation, and English has been the primary language used in your home. Applicants whose primary language is not English must meet an English proficiency requirement in one of the ways listed below.

    a. Internet-Based TOEFL (IBT): score of 71 with minimum scores of 17 in the Speaking and Writing sections.
    b. Paper-Based TOEFL (PBT): score of 530.
    c. International English Language Testing System (IELTS): an overall band score of 6.0 with no sub score below 5.5.
    d. Pearson Test of English-Academic (PTE): score of 48.
    e. American College Testing (ACT) English sub score of 20.
    f. Complete the equivalent of ENG 101 and ENG 102 with a B- or better at a regionally accredited US institution where the primary language of instruction is English.

    Official TOEFL and PTE scores should be reported directly to Mercy College of Health Sciences by the testing agency. (Scanned copies, photocopies, and Web results are not accepted.). For IELTS, results should be sent directly to the Office of Admissions by the testing center where you took the IELTS.

    Note for students transferring from United States postsecondary schools: Mercy College of Health Sciences does not automatically waive the English requirement for students who have taken English

courses at United States postsecondary institutions.

International Students

Mercy College is not authorized to issue Certificates of Eligibility for Non-Immigrant Students (I-20).

Undocumented Students

When completing the College application form, undocumented students may use all zeros for their social security number if they do not have one. In addition, they may indicate their country of citizenship and state “other” for current immigration status. Undocumented students may have limited eligibility for financial aid.

Readmission to the College after Voluntary Leave

Students who are not enrolled at Mercy College for a period of three (3) or more consecutive semesters must reapply for admission to Mercy College. The catalog under which a student is readmitted to the College will govern the graduation requirements for that student. Readmission to the College does not guarantee admission or readmission to an academic major, minor, or certificate.

Readmission to the College after Academic Disciplinary Dismissal

Students who have been dismissed for disciplinary or academic reasons may petition for readmission to the College. The Petition for Readmission is submitted to the Student Affairs Office. Readmission to the College will be based on the completed petition, personal statement, transcripts, and other supporting documents to assist in the readmission process.

Students who wish to return following dismissal from the College for academic or disciplinary reasons must petition the Student Academic Progression Committee at least 30 days before the beginning of the term in which enrollment is desired. A Petition for Readmission Form is available through the Student Affairs Office. The Student Academic Progression Committee will evaluate written petitions using the criteria listed below and determine, on a case-by-case basis, whether or not to grant readmission to the College.

- Educational goal(s)
- Past academic difficulties and/or disciplinary actions and the steps taken to address these difficulties
- If dismissed for academic issues, evidence that indicates academic performance will be better than before dismissal and evidence of ability to perform at the required academic level
- Specific plans for assuring academic success

The student may also include:

- Letters of recommendation from faculty members or other sources knowledgeable about the student’s situation and the student’s ability to be academically successful.

Students who were academically dismissed and have since earned a degree at a regionally accredited college may be considered for College admission without petitioning for readmission. These students should follow the Application to College Procedure.

Readmission to the College does not guarantee readmission to a major. The student must meet all admission requirements for the specific academic major and apply for the major if readmitted to the College. Students who are expelled from the College may not be readmitted.

After Admission to the College

Once applicants have been notified of their admission to the College, the applicant must:

- Attend a New Student Orientation and Registration session. Students in online programs have the option to complete their orientation online.

- Complete the Emergency Notification and Communications, Multiple Consent Agreement, FERPA Release (if applicable) and Request to Prevent Disclosure of Directory Information forms during the session.

Postsecondary Enrollment Options Program for High School Students

The Postsecondary Enrollment Options Program is open to only eligible students as that term is defined by Iowa Law. Not all courses offered by Mercy College may be taken through the program. Interested students must work through their respective school district. Interested students will find additional information in: (i) their district's student registration handbook, (ii) Iowa Code Chapter 261E and (iii) Iowa Administrative Code Section 281, Chapter 22.

Provisional Admission to the College

Applicants who do not meet college admissions criteria may be granted provisional admission to the College. Applicants granted provisional admission to the College are encouraged to develop an Academic Support Action Plan with the Student Success Center. Provisional admission status may be removed by achieving a cumulative grade point average (GPA) of 2.0 or higher for a minimum of nine (9) credit hours at Mercy College. If a provisionally admitted student fails to achieve a cumulative GPA of 2.0 or higher, the student will be dismissed from the College.

Transfer Credit

Mercy College accepts courses offered by regionally accredited institutions of higher learning. Courses accepted as transfer credit may apply toward degree requirements and must be of comparable content and length to Mercy College courses. Development courses are exempt from this policy unless judged by the Registrar's Office to be equivalent to those offered at the College and accepted for credit. Mercy College may refuse to recognize credit from a non-regionally accredited institution or it may accept credit for courses passed with a minimum grade of "C" (not C-) at the discretion of the Registrar's Office and the discipline appropriate faculty.

Transfer of credit from a two-year college is limited to 60 semester hours and credit for work completed beyond this total must be from a bachelor's degree-granting institution. Transfer of credit from a bachelor's degree-granting institution is limited to 90 semester hours. A minimum grade of "C" (not C-) is required for transfer credit. Transfer grades are not used to calculate Mercy College cumulative grade point average (GPA). Transfer credit for the BSN (RN to BSN) degree is evaluated based on the Iowa Board of Nursing Articulation Plan.

Mercy College does not accept transfer credit for PHI 110 Critical Thinking in a Diverse World (3 cr), PHI 280/NSG 280 Caring in a Diverse Health Care Environment (3 cr), PHI 301 Critical Thinking (3 cr), PHI 302 Applied Critical Thinking (3 cr) and SVL 285 Servant Leadership (3 cr).

Once admitted and enrolled in a degree of study at Mercy College, students may be permitted to transfer one course from another institution while enrolled in an associate degree and no more than two courses if enrolled in a baccalaureate degree. Students who transfer credit are expected to complete the same degree requirements as students who start at Mercy College. Each degree or certificate will establish appropriate time limit restrictions on courses that may be transferred to satisfy degree or certificate requirements.

Non-Degree/Guest Student

Students wishing to take courses for academic credit, but who do not wish to seek a degree/certificate are welcome to enroll for non-clinical classes at Mercy College on a space available basis. Non-degree students may also be referred to as non-degree, guest, or unclassified students. These students must complete the online Non-Degree/Guest Student Application. They also need to complete a Student Registration form and submit it to the Registrar's Office. Transcripts are not required; however, completion of prerequisite courses may be verified. A maximum of 30 credit hours may be earned as a non-degree student. All non-degree students are encouraged to attend a New Student Orientation and

Registration Session. Non-degree seeking students are not admitted to Mercy College and are not eligible for financial aid.

All course prerequisites and College policies apply to non-degree seeking students. Non-degree seeking students are held to the same academic and behavior standards as degree-seeking students. Non-degree seeking students will pay the regular College tuition and fees and a transcript and grade are generated.

Non-degree seeking students may seek admission to the College and to a degree/certificate at any time. They must complete an application for admission and meet the criteria for admission.

Orientation and Professional Program Days

New Student Orientation and Registration Session and Professional Program Day

All new students to Mercy College are required to attend an Orientation and Registration session prior to their first semester. The session introduces students to college life, provides information about services and resources, and teaches skills for student success. Students may register for their first semester classes at this time. Students who are admitted to an academic major are required to attend Professional Program Day prior to the first course taken in their major. For online degrees and certificates, orientation and Professional Program Day may be offered in an online format.

Financial Information

Addendum A to this Catalog lists the tuition and fees in affect at the time the Catalog was published. Mercy College reserves the right to change tuition and fees as appropriate. The current list of tuition and fees, including amounts is located on the College website (www.mchs.edu).

Financial Assistance

Federal and State Programs

Federal financial aid programs are available to qualifying students enrolled in any Mercy College associate or bachelor degree and qualifying certificate programs. State funds are available for degree seeking students who qualify.

Many forms of financial aid (including, but not limited to those listed below) are tied directly to the Free Applications for Federal Student Aid (FAFSA). Students and their spouses or parents must complete this application to qualify for financial aid. It is recommended that this be done at www.fafsa.gov. Mercy College's Financial Aid Office will receive the FAFSA information electronically from the Federal Government provided the student uses Mercy College's school code (006273) when completing the FAFSA.

Iowa Tuition Grant

The Iowa Tuition Grant is based on financial need. Recipients must be residents of Iowa as defined by the Iowa State Board of Regents, be pursuing associate or bachelor's degree, submit their FAFSA by July 1, and meet the Expected Family Contribution (EFC) determined by the Iowa College Student Aid Commission. (*Subject to funding*)

Pell Grant

The Pell Grant is a federal grant awarded to students with high financial. Pell grants are not awarded to individuals who have earned a bachelor's degree.

Stafford Loans

Eligibility for a Federal Stafford Loan is determined after grants and scholarships are awarded to the student and are limited to the total cost of education for the year. For current interest rates, origination fees, and other loan information, visit studentloans.gov.

The Stafford Loan program enables the student to borrow funds directly from the U.S. Department of Education. Maximum loan amounts vary based on grade level and dependency status as determined by the FAFSA. In order to comply with federal law, students are required to complete entrance counseling prior to borrowing a Stafford Loan.

Subsidized Stafford Loans are interest-free during the time the student is in college. Repayment begins six months after graduation, withdrawal, or if the student drops to less than half-time enrollment.

Unsubsidized Stafford Loans can be obtained by eligible students regardless of financial need. For unsubsidized loans, payment of both the principal and interest may be deferred until after graduation or withdrawal from college, but interest begins to accrue at the time the loan funds are disbursed.

Supplemental Educational Opportunity Grants

A Supplemental Educational Opportunity Grant (SEOG) is for students with exceptional need and gives priority to students who receive Pell grants and file the FAFSA by July 1. (*Subject to funding*)

Work-Study Program

The Federal Work-Study Program provides financial assistance as well as the opportunity to broaden one's educational experience. Students receive bi-weekly checks. Work-study positions are limited and subject to availability and financial need.

Veteran Educational Benefits

Mercy College degrees and certificates are approved by the Iowa Department of Education for education benefits administered by the U.S. Department of Veterans Affairs (VA). Veterans or eligible dependents planning to enroll at Mercy College should apply for VA benefits at the time of admission to Mercy College. Please contact the Registrar's Office with questions or for necessary forms. A Benefit Application can also be completed online at www.va.gov. The application process for new claims takes a minimum of eight weeks to complete by the VA.

Mercy College participates in both the Yellow Ribbon Program and the Military Spouse Career Advancement Accounts (MyCAA) Program.

Packaging for Federal and State Financial Aid

1. Priority consideration will be given to admitted students who have submitted their FAFSA by July 1.
2. Pell Grants, Iowa Tuition Grants, and external scholarships and grants will be applied first. Institutional funds and loans are applied next according to need.
3. In the event that a student receives additional funds from outside sources, it is the student's responsibility to notify the Financial Aid Office. Reductions or adjustments in previously packaged assistance may result.
4. Withdrawal from the College or dropping of a course may result in the adjustment of a student's financial assistance package. This may result in a balance owed to either the College or the U.S. Department of Education. The student should discuss the potential impact of such a decision with the Financial Aid Office prior to making schedule changes.
5. To receive financial aid, a student must be admitted to Mercy College and pursing a qualified academic degree or certificate.
6. Financial Aid is initially awarded based on full-time enrollment. Aid will be adjusted based on the number of actual registered credits.
7. If a student is taking academic credits at another institution while attending Mercy College, the student is responsible for providing appropriate documentation.

Employer Tuition Assistance Programs

Many employers provide tuition support to encourage employees to pursue additional education. Mercy College encourages all students to contact their human resources department to learn what options are available to support their education goals.

Mercy Medical Center – Mercy Scholars Program – Employees, spouses and legal dependents may be eligible for tuition assistance for specifically identified degrees and certificates while attending Mercy College (up to 100% of the tuition expense, based on length of employment). This is a Mercy Medical Center – Des Moines program and you must refer to Mercy Scholars Tuition Reimbursement Corporate Policy on MercyNet for full details or contact the Mercy Medical Center – Des Moines, Human Resources Department. Students interested in the Mercy Scholars program must first complete a Free Application for Federal Student Aid (FAFSA) before Mercy Medical Center Human Resources is able to determine the percentage of assistance.

Catholic Health Initiative (CHI) Tuition Reimbursement – Employees eligible for CHI benefits, whether full-time or part-time and who are in good standing may be eligible for CHI tuition reimbursement. This is a CHI program and you must refer to HR/Payroll Connection within the InsideCHI website for full details.

Financial Aid Satisfactory Academic Progress Standards

Students receiving federal and/or state funded aid are required to make satisfactory academic progress (SAP). This is a different policy than the College Academic Performance Policy.

Students are required to maintain a 2.00 cumulative GPA. Students must also complete (with a D- or above) 67% of cumulative attempted credit hours applied to their degree or certificate including all courses taken at Mercy College. For financial aid SAP, attempted hours include completed courses as well as courses with a grade of F, W, or I, and repeated courses.

Students who do not meet these requirements at the end of a semester may be granted one warning semester of continued financial aid eligibility. After the warning semester, students will be placed on financial aid suspension and lose their financial aid eligibility until the SAP requirements are met. Students may appeal their financial aid suspension by completing the appeal form available in the Financial Aid Office.

For financial aid purposes students must complete their degree or certificate within 150% of the published length of the degree or certificate.

Scholarship Programs

Mercy College and donor designated scholarships are available for students to apply for twice per year. Scholarship information, the application form, and the scholarship application dates are available on the Mercy College Scholarship webpage. Applications must be submitted utilizing the application form and within the specified scholarship application dates.

Applicants are able to submit a single application for multiple scholarships. A list of available scholarships as well as the forms to be used in the scholarship application process can be found online at www.mchs.edu.

In many cases, documentation of financial need is required and will be validated using data authorized for release from the applicant's Free Application for Federal Student Aid (FAFSA). Failure to file a timely FAFSA for scholarship application deadlines that require such documentation will result in the elimination of the application. Students receiving scholarships will be recognized in the community through publicity generated by the College. Students concerned about their confidentiality should contact the College Marketing staff at the time of the award to discuss planned announcements.

Return of Title IV Funds

If a student withdraws from all classes or is dismissed from the College prior to completing 60% of the term, federal law requires a portion of federal Title IV financial aid received by an institution of higher learning to be returned to the government. A proration calculated by using the student's date of withdrawal is used to determine the amount of aid a student has earned prior to the 60% mark of the term. A student who earns a 0.0 term GPA (receives all F and/or W grades) in all classes for the term would have the proration calculation based on the most recent last day of attendance if they do not attend the entirety of the term.

Calculation of aid earned and return of financial assistance (federal and state aid) is prorated following regulations. Contact the Financial Aid Office for more information.

Students will be notified if they are required to repay federal or state funds (grants and/or loans). Failure to repay or make satisfactory payment arrangements will result in the student becoming ineligible to receive Federal Title IV funds at any institution.

In addition, if the College is required to return any unearned portion of Title IV funds that have been used to pay tuition, any outstanding balances due Mercy College resulting from such a return of Title IV funds will be the personal responsibility of the student. Repayment arrangements must be made with the Mercy College Business Office.

Business Office

The financial policies published in this catalog are current at the time of publication. However, they are subject to change from time to time. Policies, procedures and fees which pertain to Community Outreach and Mercy College Training Center classes are found on the College website.

Payment and Refund Policies

Payment of Tuition and Fees

Full Payment of all tuition and fees must be made by the first day of each term for all classes taken for credit. The College will attempt to bill each student approximately one month prior to the start of the term.

If a bill is not received by the student, the student has the obligation to contact the Business Office to request a billing statement. Failure to receive a bill does not exempt any student from the obligation to make Full Payment by the due date.

Full Payment occurs when: (i) the College has received an approved method of payment (set forth below) equal to the amount due or (ii) a Completed Financial Arrangement (applicable only to student enrolled in for-credit courses) has been made by the student. Full Payment must occur before a student may attend class.

In order for an arrangement to be considered a Completed Financial Arrangement: (i) it must be sufficient to pay the entire amount due, (ii) each requirement that must be met to receive a loan, scholarship and other aid must be satisfied, (iii) the entity issuing or awarding the loan, scholarship or other aid must have issued its final approval and (iv) the College must have received the funds or receive confirmation from the issuing entity that the funds will be paid to the College.

Failure to make *Full Payment* by the due date will result in a late payment charge being assessed. Also, any student who has not fulfilled his or her financial obligation may be dropped from all classes. At the College's discretion a student may be reinstated, if the financial obligation is fully satisfied and the reinstatement and late fees are paid by the student within the time specified by the Vice President, Business and Regulatory Affairs.

Payment of all tuition and fees for non-credit Emergency Medical Technician (hereinafter "EMT") certificate classes is due at the time of registration. Registration must occur before the first day of class.

Method of Payment

Mercy College has the following approved methods of payment: cash, check, money order, electronic fund transfer and VISA, MasterCard and Discover credit and debit cards. Payment by credit and debit card may be made in person, by telephone, online or by mail. When paying by check, students are encouraged to remit payment the week before each term in order to avoid lines and delays. It is the student's responsibility to request a receipt.

NOTE: Any student who elects to pay his or her tuition and/or fees with a credit or debit card either in person, over the phone or on-line will incur a service fee equal to the greater of 2.55% of the transaction amount or $1.00. As an example, a VISA card transaction in which a tuition payment of $1000 is made will incur a service fee of $25.50, causing the total VISA card transaction to be equal to $1025.50. The service fee is charged by the e-commerce service provider, not Mercy College of Health Sciences. All service fee charges are retained by the e-commerce service provider and no portion of the fee is shared with or paid to Mercy College of Health Sciences. Mercy College encourage all students to pay with a check (electronically, by mail, or in person) to avoid paying a service fee. Any questions regarding credit card and debit card payments should be directed to the Mercy College Business Office.

Tuition Adjustment Policies

If a student drops a class or classes or withdraws from the College, it is possible under certain circumstances, that the tuition and fees charged by the College to the student will be adjusted. In some circumstances a student may be entitled to a direct refund. In other circumstances, the proceeds from a loan, scholarship or other aid will be sent back to the issuing entity by the College. Tuition adjustments are dependent upon many factors, including but not limited to the date of the change, course load, enrollment status, credit hours, and method of payment. A student should not assume a tuition adjustment will be necessary and proper. Questions concerning tuition adjustments should be brought to the attention of the Business Office.

Dropping Classes

Dropping is defined as ending enrollment in one or more classes during a term, but continuing enrollment in other classes during that same term.

The College allows students to drop classes within the following time frames and to receive a tuition adjustment for an amount equal to the full cost of the class or classes that have been dropped. The Session Start Date is set forth each term in the Course Schedule published on the Mercy College Website (unless otherwise identified, for most classes this date is the first day of the term). In order to meet the deadline, the student must submit all paperwork to the Registrar's Office before the end of the day specified below.

Classes running 12 weeks or longer	7 calendar days from the Term Start Date
Classes running less than 12 weeks	3 calendar days from Session Start Date
Non-credit EMT Classes	First day of class

Tuition is considered fully earned by the College after the above time frames have passed and therefore tuition will not be adjusted for any class dropped after the respective time frame set forth above.

Dropping Non-credit EMT Classes

Tuition is non-refundable if the drop occurs after the first day of class. Therefore, a student who wishes to drop a non-credit EMT class and be eligible to receive a tuition adjustment must submit all completed paperwork to the Registrar's Office on or before the first day of class.

Withdrawal from the College

Full Adjustments

Withdrawing from the College is defined as ending enrollment in all classes during a term. A student officially withdraws from the College on the date the Registrar's Office receives formal written notice of the withdrawal from the student. Please refer to the Academic Policies Section of this Catalog or consult the College Registrar to answer questions related to academic credit. Please refer to the Admissions Section of this Catalog or consult the College Admissions Department to answer questions related to readmission.

The College allows students to withdraw from the College within the time frames identified below and to receive a tuition adjustment for an amount equal to the full cost of tuition. The Session Start Date is set forth each term in the Course Schedule published on the Mercy College Website (unless otherwise identified, for most classes this date is the first day of the term). In order to meet the deadline the student must submit all paperwork to the Registrar's Office before the end of the day specified below.

Classes running 12 weeks or longer	7 calendar days from the Term Start Date
Classes running less than 12 weeks	3 calendar days from Session Start Date
Non-credit EMT Classes	First day of class

Prorated Adjustments

Any student taking classes for credit (excluding Paramedic classes) who withdraws from the College after the above deadlines and up to the 60% mark of the term will have a tuition adjustment calculated on a prorated basis. The date the Registrar's Office receives formal written notice of the withdrawal will be the date proration is based upon. Tuition is considered fully earned after 60% of the term has elapsed and therefore tuition is non-refundable for all withdrawals after that date.

Paramedic students who withdraw from the College later than seven calendar days from the Session Start Date are not eligible for an adjustment to tuition. All tuition and fees are 100% earned at the end of the 7th calendar day.

Non-credit EMT students are not eligible for prorated tuition refunds. All tuition is considered fully earned at the end of the first day of class.

Additional information related to the Federal guidelines for refunding disbursed Title IV Funds are found in the section entitled "Return of Title IV Funds."

Medical Withdrawals

For-Credit Classes – The Full-Adjustment and Prorated-Adjustment policies set forth above will be followed for students taking classes for-credit. The student must follow the medical withdrawal policy set forth in the *Student Handbook*. If a medical withdrawal is granted, a grade of "W" will be awarded for each course from which the student withdraws.

Non-credit EMT Classes – No refunds or tuition adjustments will be made. However, if a medical withdrawal is necessary, the student must follow the medical withdrawal policy set forth in the *Student Handbook*. If the student follows the medical withdrawal policy and a medical withdrawal is granted the student will be allowed to re-enroll in the same class from which he or she withdrew at 50% of the then-current cost if the student re-enrolls in the class or classes from which the student withdrew within 12 months of the date the medical withdrawal is approved. After 12 months the benefit is lost. This benefit is only available one time per students. If a medical withdrawal is granted, a grade of "W" will be awarded for each course from which the student withdraws.

Active Duty Military Withdrawals

For-Credit Classes – The Full-Adjustment and Prorated-Adjustment policies set forth above will be followed for students taking classes for-credit who are called to active duty. Military withdrawals are not available for purposes of completing the required two-week annual training. The student must follow the military withdrawal policy set forth in the *Student Handbook*. If a military withdrawal is granted, a grade of "W" will be awarded for each course from which the student withdraws.

Non-Credit Classes - No refunds or tuition adjustments will be made. However, if a military withdrawal is necessary, the student must follow the military withdrawal policy set forth in the *Student Handbook*. If the student follows the military withdrawal policy and a military withdrawal is granted the student will be allowed to re-enroll in classes from which the student withdrew within six months of returning from active duty. After six months the benefit is lost. This benefit is only available one time per student. If a military withdrawal is granted, a grade of "W" will be awarded for each course from which the student withdraws.

Iowa National Guard and Reserve Forces of the United States – Consistent with Iowa Code 261.9(1)g, any student who is a member of the Iowa National Guard or Reserve Forces of the United States who is ordered to national-guard duty or federal active duty may during the term in which he or she is ordered to duty select one of the following three options:

1. The student may withdraw from the College and receive a full refund of tuition and mandatory fees for that term.
2. The student may make arrangements with the College to complete all courses at a later date. The student will receive an incomplete grade for each course. If the student elects this option no adjustment to tuition and fees will occur.
3. The student may make arrangements with the College to complete some courses at a later date. If the student elects this option, the student must withdraw from all courses that will not be completed at a later date. The student will receive an incomplete grade for each course in which the student remains enrolled. The tuition and mandatory fees associated with each course that will not be completed at a later date will be refunded to the student.

If a member of the Iowa National Guard or Reserve Forces of the United States who is ordered to national-guard duty or federal active duty and has a dependent child and a spouse who is a student at Mercy College, then the spouse may also take advantage of the above options during the term the member is first ordered to duty. In order to take advantage of any of the options, the student must provide the College with a copy of: (i) the Internal Revenue Service tax filing for the previous tax year showing the member claimed a child as a dependent, (ii) the marriage license or certificate identifying the names of the member and the student and (iii) the official military document ordering the student's spouse to national guard duty or federal active duty.

Non-completion due to Unavoidable Circumstances

Non-credit EMT Classes – No refunds or tuition adjustments will be made. However, if the student is unable to complete the course due to unavoidable circumstances a written application should be submitted to the Vice President, Business and Regulatory Affairs within 15 days of the last date of attendance which clearly describes the circumstances and why the circumstances were unavoidable and why those unavoidable circumstances make it impossible for the student to complete the course(s). The application will be reviewed by the Vice President, Business and Regulatory Affairs, the Dean of Allied Health and the instructor of the class or classes. If the application is approved, the student will be allowed to re-enroll in the class or classes from which he or she was unable to complete at 50% of the then current cost if the student re-enrolls in the class within 6 months of the date the application is submitted. After six months, the benefit is lost. This benefit is only available one time per student. For students whose application is approved, a grade of "W" will be recorded. For students who application is not approved, the student will receive the grade earned as determined by the instructor(s).

Unpaid Tuition Due to the Return of Federal, State or Private Aid

When a student withdraws from the College or is dismissed from the College prior to completing 60% of the term and all or a portion of the student's aid must be returned (**see** Financial Assistance Section above) to the agency or organization issuing the aid, this may create a situation in which the student has unpaid tuition owed to the College. Students will be required to pay all unpaid tuition and fees in full in order to enroll in classes which start after the withdrawal or dismissal date or to receive his or her transcripts, degree or diploma. Failure to pay may result in the student being sent to a collection agency. Students should seek input from a representative of the Financial Aid Office or Business Office prior to withdrawing.

Non-credit EMT Class Information

Payment of all tuition and fees for non-college credit EMT Classes is due at the time of registration. Registration must occur before the first day of class. Tuition is non-refundable after the first day of class. Installment payment plans are not offered by the College for these classes. Students are not considered registered until payment is received. If a student is unable to attend any class, the student has a duty to contact the instructor prior to the class to discuss the matter. If a student fails to attend the first class and has not contacted the instructor prior to the class to obtain permission, the student will be administratively dropped from the class by the College and the amount paid by the student will be refunded.

Non-credit versus Credit Election for EMT Classes

Each student may elect to enroll in the EMT Classes and receive college credit. The election to take the class for college credit must be made by the student at the time of registration. Once class has started this choice is irrevocable. If a student elects to enroll in the class for college credit, the business-office policies which normally govern EMT Classes are not applicable. Instead, all for-credit policies, including tuition and fee amounts will apply.

Collection

Any time a student develops a past-due balance, the account will be placed on Business Office hold and the student will be unable to obtain grades, transcripts, or register for other classes until the past due balance is paid in full. Any time an amount is past due, the College may elect at its full and complete discretion to send the student's account to a collection agency. Any collection costs incurred by the College may be charged to the student's account.

Due Dates for Tuition and Fees

Full Payment (as the term is defined above) of tuition and fees for all for-credit degrees, certificates, and courses offered by the College is due on or before the first day of each term. Please consult the College calendar to determine the first day of the relevant term.

Excess Payments

If a student account has a credit balance a refund to the student will be issued, unless the student requests that the credit be applied towards future obligations. Refund checks will be made available for students the later of, 14 days after the funds are received by the College or 14 days after the first day of the term. A student who has received federal or state aid has agreed through the application process that funds will be used solely for education-related expenses.

Tuition and Fees

A complete listing, including the amount and description of the current tuition and fees is shown on Addendum A at the end of this Catalog. Full time students are enrolled for 12 or more credit hours in an academic term. Part time students are enrolled for less than 12 credit hours in an academic term. Overload students are enrolled for more than 18 credit hours in an academic term and will pay an overload tuition rate.

Student Life

Student Success Center

The Student Success Center (SSC) provides students with opportunities to enhance their education through academic advising, career development, personal counseling, tutoring services, and testing accommodations for students with a disability, and other academic support services. The SSC was designed to provide free services to help students who may need additional support during their academic experience.

Student Communication Tools

MyMercy

MyMercy is the College's online tool for viewing academic and administrative records. Students can use MyMercy to view academic records such as course schedules, unofficial transcripts, grades, degree audits, financial aid information, and student accounts. MyMercy is also used to register for classes.

Online Course Management System

E-LEOS is the College's online course management system.

Student Email Account

All students are provided a Mercy College email account. This email account is the official method for the College to communicate with students. Students are expected to check their College email accounts on a regular basis.

Library Resources

The Mercy College Library provides the College community instructional consultation, research support, and access to information to promote lifelong learning and infuse opportunities to develop information literacy throughout the College experience. The library provides reference assistance, research help, and information literacy instruction to individuals and groups. Call (515) 643-6700 or email library@mchs.edu to consult with a librarian.

The Mercy College Library provides a collection of print, audiovisual, and electronic resources to support the coursework and research of students, faculty, and the wider community. In addition to the College Library, the College community has access to resources at the Levitt Medical Library at Mercy Medical Center. Access to online resources is available through the College website and through E-LEOS. Interlibrary loans offer access to millions of volumes held by libraries worldwide. Students also have access to materials at more than 600 libraries across the state through the College's participation in Iowa's Open Access Program.

The library's Sullivan Center facility has group study rooms, individual carrels, and open study areas to meet a range of preferences. Computer workstations and laptops are available, and the College's wireless network provides student and guest access to the Internet.

Computer Resources

Mercy College provides the use of computer workstations in several public computer labs that serve the information technology needs of students. Students have access to equipment and applications that are essential for educational and work-related experiences. MyMercy, the student information website, allows students to access schedules, grades, unofficial transcripts, course and degree planning tools, registration, and other tools that facilitate their enrollment and progression.

Campus Ministry

Campus Ministry provides opportunities where students and faculty/staff are offered a variety of way to explore, challenge, develop and live out their faith. Rooted in the heritage of the Sisters of Mercy, Campus Ministry promotes the school's Catholic Christian values unifying the community with retreats, service, friendship and prayer. Located in Brennan Hall, Campus Ministry offers a warm and welcoming

place where members of the community gather to share stories, reflect on their spirituality and seek support and pastoral guidance.

Campus Ministry's programs are inclusive of all faith backgrounds and designed to make every student, faculty and staff member feel comfortable and welcome in our College family. Whether experiencing a retreat activity, a community building event, participating in one of our community service projects or praying together in our chapel, Campus Ministry offers opportunities to explore one's spirituality and develop one's faith.

Student Organizations

- The Alpha Eta Society
- Alpha Beta Kappa National Honor Society
- American Society of Clinical Laboratory Science
- American Society of Clinical Laboratory Science - Iowa
- American Society for Clinical Pathology
- The American Society of Radiologic Technologists
- American Association of Medical Assistants
- The Association of Surgical Technologists
- AST National Honor Society
- Campus Ministry Team
- Iowa Association of Nursing Students
- Diversity Organization
- Iowa Society of Ultrasound
- Sigma Theta Tau International Honor Society of Nursing
- Science Club
- Student Senate
- The Society of Diagnostic Medical Sonography

Housing Options

Students in need of housing are free to find housing wherever they desire. Students may wish to consider the following options which are not owned or operated by Mercy College.

College Hill – This new student apartment option is located at 921 6th Ave, Des Moines Iowa. College Hill offers multiple apartment options. Contact Newbury Living at: http://www.newburyliving.com/ for more information on student apartment options across from campus.

Drake West Village – Students interested in a more traditional student housing option may wish to consider Drake West Village, 1315 31st Street, Des Moines, IA 50311. This facility is adjacent to Drake University and offers apartment-style housing to students from Drake University, Des Moines University and Mercy College. Contact Drake West Village by visiting them on the web at www.drakewestvillage.com.

Bright Horizons/Mercy Child Development Center

Bright Horizons/Mercy Child Development Center is conveniently located across the street from Mercy Medical Center – Des Moines and accepts children of employees and students on a regular or drop-in basis depending on availability.

Student Handbook

The *Student Handbook* is a vital resource containing necessary student information available on the Mercy College website. Students are responsible for reading and following the information contained in the handbook. Each student is required to sign a form stating that they have received the web address of the document and will abide by the policies and procedures contained within it.

The *Student Handbook* is presented as informational only and is not a contract between Mercy College and its students. The information, policies, and procedures contained in the *Student Handbook* are subject to change at any time with or without notice.

Academic Policies & Procedures

The following academic information is important. It is the student's responsibility to read, understand, and follow these policies.

Student Classification

Classification of Students:

Freshman status:	fewer than 30 semester credits
Sophomore status:	30 to 59 semester credits
Junior status:	60 to 89 semester credits
Senior status:	90 or more semester credits

Academic Advising

Each student is personally responsible for assuring that all academic requirements for graduation are met. To assist with this task, an advisor is assigned to each student. Students should meet with their academic advisors each semester to plan their program of study and semester schedules. The name of the student's academic advisor is listed in MyMercy.

Registration

Registration dates are listed in the Academic Calendar and students should register during the assigned registration period. Students should meet with their academic advisor prior to registration to plan their course of study, select courses, verify pre-requisites, and obtain registration approval. The academic advisor will provide students with their assigned online registration date and time. Students register for classes using MyMercy or Ellucian GO (the mobile application). Changes to their registration may be made through MyMercy or Ellucian GO until the start of the term or prior to the course start for courses that begin after the first week of the term.

Distance Education

Distance education occurs when instructional content is delivered exclusively via technologies such as the Internet and audio-conferencing to communicate with students in real time (synchronously) or asynchronously. Synchronous interactions may take place using live chat sessions and videoconferencing while asynchronous communications may involve E-mail, discussion boards, and feedback on submissions.

Online courses are the same quality and meet the same learning outcomes as face-to-face courses. This may provide increased flexibility and independence for students but it also means that online students must learn to manage their time well, balance competing demands, and have sufficient technological skills and resources to ensure their success in this learning environment. Successful online students are self-directed, motivated, and comfortable working with technology.

Students can take online courses from any location in which Mercy College is authorized to conduct educational activities (see State Authorization for Distance Education,).

Online Course Definitions

Web-based course – The method of instruction utilizes an online platform for course delivery and the instructor and student do not meet together face-to-face.

Web-assisted course – The student and instructor will meet together during some class periods, but other classes will occur at a distance.

Minimum Technological Skills

Students in online courses should be able to do the following activities:

- Access high speed Internet
- Type a document using word processing software (Microsoft Word preferred).

- Locate, save and rename a file or document on a computer.
- Send email with an attachment.
- Download plug-in software such as Adobe Acrobat Reader.

Some instructors may require additional skills, so students must check with their instructors about required skills.

System Requirements

Students in online courses need access to equipment meeting the following minimum standards. Some instructors may require additional equipment. Students are welcome to utilize on-campus computer labs.

Mercy College uses Microsoft Office 2010/2013 and Windows 7/8. Students should submit file formats compatible with these programs. Students submitting files in other formats may be asked to resubmit their files. Microsoft Office 365 subscriptions are available free of charge for enrolled students. For a full and up-to-date list of technology requirements, please refer to the college webpage.

- Windows operating system no older than five years
- Current Web browser (Microsoft Internet Explorer or Firefox or Chrome)
- Internet connection (high speed cable or DSL recommended)
- Speakers or headphones
- Microphone
- Webcam

Note: Tablets and other mobile devices may not meet minimum technology requirements or function for all course needs.

Username and Passwords

Students use the same username and password for all Mercy College services, including MyMercy, student email, printing and E-LEOS. Contact IT for assistance with username and passwords.

E-LEOS

Mercy College named the online learning management system ELEOS because Eleos was the being who personified mercy and compassion in Greek mythology. All courses use this secure, interactive course website to post the syllabus, faculty contact information, and course grades. Instructors may also use the system for course content, homework, quizzes, discussions and file submissions.

Mercy College provides end-user support for instructors and students using the learning management system. Students should contact their instructor first when having a technical problem within a particular online course.

Students may leave a message with the Information Technology Support helpdesk, and the support personnel will respond during the next business period. The Information Support phone number, web-form and support hours are listed on the college webpage.

State Authorization for Distance Education

Mercy College is authorized to conduct educational activities within the State of Iowa. Thus, students living in Iowa while enrolled in a major offered online and students living in Iowa or commuting to Iowa while engaged in on-campus courses are not impacted in any way by state authorization requirements. Additionally, students who are engaged in international experiences are not impacted by state authorization.

Many states have enacted laws which require educational institutions located outside their state to obtain advance approval before conducting activities within the state. State laws are not uniform and the regulated activities, application requirements and registration fees vary greatly. Due to this variability, Mercy College has not sought authorization from every state.

While enrolled in Mercy College courses, students must conduct their education activities within states that Mercy College is authorized to conduct business. Residents of states outside Iowa may be admitted to the College if:

1. they will be physically present in the State of Iowa during their matriculation, or
2. they will reside in an authorized state during their matriculation, or
3. they will not reside in a non-authorized state while matriculating.

Course Load Policy

Any student wanting to register for more than 18 credit hours in any semester will need to obtain prior written approval from an appropriate academic dean. Overload fees will be charged.

Add/Drop Classes

Schedule Change

Students may change their course schedule through MyMercy or Ellucian GO until the term begins. Once the term starts schedule changes are not official until a completed Schedule Change Form is received by the Registrar's Office. Guidelines for schedule changes are as follows:

1. Students may not enroll in a course after the first full week of the term or equivalent period for shorter courses without instructor permission.
2. Students may withdraw from a course with a refund before the end of the add/drop date without having the course appear on their academic record.
3. All changes in course schedules should be approved by the student's advisor.
4. Students who withdraw from a course after the last day to add/drop a course with a refund date and before the end of the ninth week of the semester will receive a grade of "W". Withdrawals after this time period will result in a grade of "F". Students may withdraw from a course that is shorter than 15 weeks with a "W" after 7% of the course is completed and before 60% of the course is completed. Refer to registration information provided by the Registrar.
5. Students receiving financial assistance should consult with the Financial Aid Office regarding financial consequences before changing schedules.

Auditing a Course

A student may audit a course if there is sufficient space available. Students may not audit any portion of a course that includes a clinical component. Although auditing students need not complete class assignments, take tests, or participate in class activities, they may do so with the permission of the instructor.

A student may not change from or to audit status after the first week of the course. Neither a grade nor credit will be granted for an audited course. Audited courses do not serve as prerequisites for other courses. The student's transcript will reflect "AU" for the audited class.

Cancellation of a Course

Mercy College reserves the right to cancel a course. Students will receive a full refund for the course.

Attendance

Students are expected to attend, be punctual, and actively participate in all classes, laboratory, clinical sessions, preceptorships, and internships for which they are registered. Instructors may provide additional attendance requirements on the course syllabus. Students must verify their course enrollment by attending class(es) the first week of each term. Students enrolled in online courses must have meaningful academic interaction in their online course(s) the first week of the term to verify their enrollment. Failure to verify enrollment may result in students being dropped from class(es) for non-attendance.

Administrative Withdrawal

The Vice President of Academic Affairs and Provost, or the Vice President of Enrollment Management and Student Affairs may administratively withdraw a student in situations when he/she has never attended class, has established attendance but has current prolonged absences, or has exceptional circumstances preventing him/her from attending class or coming to the College to complete a withdrawal form. Exceptional circumstances might include:

1. Extreme medical situation in which the student is unable to initiate the withdrawal process. In such cases the Vice President of Enrollment Management and Student Affairs initiates the withdrawal process.
2. Behavioral situations, including where it is deemed the student may be a danger to themselves or others, may result in the student being withdrawn, suspended, dismissed, or expelled from the College. In such cases the Vice President of Enrollment Management and Student Affairs, with the approval of the Vice President of Academic Affairs, initiates the withdrawal process.

Grading

Mercy College uses the following grading system to monitor student progress:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Quality Points Per Credit Hour	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0

SPECIAL GRADES	**QUALITY POINTS**	**DESCRIPTION**
AU	* 0.0	Audit (no credit)
E	*0.0	Credit by Examination/Validation - Course credit given for successful examination completion or documented equivalency.
I	*0.0	Incomplete - Given as a course grade to students whose work is satisfactory but, for reasons acceptable to the instructor, are unable to complete the course. At the discretion of the instructor, deadlines for satisfying an Incomplete can be from a few days to 30 calendar days after the end of the semester in which the incomplete occurred unless prior approval from the appropriate Dean is received. If no change is reported, the "I" becomes an "F" and is calculated in the student's GPA. It is the student's responsibility to make sure the deadlines for satisfying "I" are met.
P	*0.0	Pass - Met course requirements successfully as determined by the instructor. Is not calculated in GPA.
W	*0.0	Withdrawal from a course before the end of the week following the College mid-term.
REPEATED COURSE	*0.0	Repeated Course is indicated on the transcript with the notation that it is the same as the department and number of the repeat.

*not calculated in GPA

Determination of Course Grade

Faculty members determine the grading standards for each course they teach and identify these standards in the course syllabus. The course syllabus is not to be considered a contract with the student. The instructor can revise, modify, add to or eliminate terms and requirements contained in the course syllabus at any time with proper notice to the students.

Grade Disputes

Students who dispute a course grade are required to follow the Student Academic Complaint Procedure found in the *Student Handbook*.

Grade Point Average

Semester GPA

A student's semester Grade Point Average (GPA) is determined by dividing the number of quality points earned during the semester by the number of graded credit hours attempted during the semester. Only course grades earned at Mercy College are used to calculate a student's semester GPA.

Cumulative GPA

A student's cumulative GPA is determined by dividing the total number of quality points earned by the total number of graded credit hours attempted. Only course grades earned at Mercy College are used to calculate a student's cumulative GPA. GPA is calculated to the thousandths decimal place.

Passing/Failing Courses

Courses required for majors, minors, or applied to the core curriculum are considered failed courses unless a grade of "C" or higher (not C-) is earned. Courses not required for majors, minors, or applied to the core curriculum are considered failed courses if a grade of "F" is earned.

Repeated Courses

A student may repeat a course in order to obtain a better grade. A student is not required to repeat a failed course or a course in which he/she earns a "C-"or below unless it is a required course for the major, minor or core curriculum. However, lower grades significantly impact a semester and cumulative GPA. Students choosing to repeat a course should contact the Financial Aid Office to determine if financial aid is available to pay for the course.

Repeated courses are designated on the student's transcripts. The last grade earned is the grade calculated in the student's GPA. Both the original course and the repeated course(s) appear on the student's official transcript. Students cannot remove unsatisfactory grades earned at Mercy College by repeating the course at another institution nor will the GPA calculations be changed as a result of transferring a course to Mercy College.

Academic Renewal Policy

Mercy College students who have experienced a lapse in enrollment for a period of 2 years or more may petition in writing to be considered for Academic Renewal. Academic Renewal is an opportunity for students to have specific Mercy College grades not calculated in their grade point averages (GPA). Students must complete at least 12 credits within 2 consecutive semesters at Mercy College with a minimum GPA of 2.0 prior to receiving grade forgiveness. No withdrawal, "W", grades may be received during these two semesters. Students who have earned a certificate or degree (excluding short term certificates) from Mercy College are not eligible for academic renewal.

- Students transferring to another college should contact that institution to determine the impact of academic renewal on transfer credits.
- Courses completed before and after the academic renewal remain on the transcript and may be considered when students apply for other undergraduate or graduate degrees. A notation on the transcript will signify that academic renewal has been applied.

- The adjusted GPA calculations are not used in determining eligibility for student financial aid. It is the responsibility of the student to consult financial aid to determine eligibility.
- Notation of unsatisfactory progress will not be removed from students' academic records.
- Students may be granted Academic Renewal only once.
- If the student is granted Academic Renewal, the forgiven grades will not be included in the student's cumulative Mercy College GPA but will remain on the transcript.
- The decision on whether or not to grant Academic Renewal is final.

Academic Renewal Petition Procedure

- Students requesting academic renewal must complete a Petition for Academic Renewal that is available from the Registrar's Office.
- Students may not submit the Petition for Academic Renewal until they have been readmitted to Mercy College. The petition must be submitted to the Registrar's Office prior to completion of the first term after readmission to the college.
- Only grades of C- or lower, from a maximum of two terms in which the student enrolled at Mercy College, will be forgiven.
- Upon completion of 12 credits the petitioner will be notified by the Registrar's Office within 60 days if Academic Renewal was granted or not.

Academic Performance

The academic records of all students are reviewed at the end of each semester to determine if students are making satisfactory academic progress. Academic progress and performance will be evaluated based on the number of credit hours attempted at Mercy College. To be considered in "good standing" with the College, students are expected to maintain a cumulative grade point average (GPA) and semester GPA of at least a 2.0.

Students are encouraged to maintain ongoing contact with the Student Affairs Office if they have questions about their academic major, academic record, or eligibility for financial aid financial aid standards of progress can differ from those for Academic Performance. See the Financial Aid Satisfactory Academic Progress Standards found in the Financial Aid section of the Catalog.

Academic Warning

Students will receive a written academic warning at the end of any semester in which their term GPA falls below a 2.0 and their cumulative GPA remains at or above 2.0. While students may be in good standing with the College, they may not be making satisfactory progress in their academic program. This may lead to delayed academic progression or program dismissal.

Probation Status 1

Students are placed on Probation Status 1 when their cumulative GPA falls below 2.0. Students should develop an Academic Support Action Plan with the Student Success Center by the end of the third week of this probationary term. Failure to develop the plan or failure to comply with the terms agreed upon in the plan may result in the loss of financial assistance.

- Students who improve their cumulative GPA to a 2.0 or above at the end of the probationary term will be
  removed from probationary status.
- Students enrolled in 7 credits or more who improve their cumulative GPA by earning a term GPA of
  1.8 or above, but fail to raise their cumulative GPA to the minimum standard will be placed on Probation
  Status 2.
- Students enrolled in 6 credits or fewer will have two terms to earn a term GPA of 1.8 or above. Students who fail to raise their cumulative GPA to the minimum standard within two terms will be placed on Probation Status 2. Students remain on Probation Status 1 for their second term if they fail to raise their cumulative GPA to 1.8 or higher after the first term.

- Students who earn a term GPA below 1.8 at the end of this probationary term will be dismissed from the College.

Probation Status 2

Students who are not dismissed from the College after Probation Status 1 but fail to improve their performance to be removed from probation are placed on Probation Status 2. These students should develop an Academic Support Action Plan with the Student Success Center by the end of the third week of this probationary term. Failure to develop the plan or failure to comply with the terms agreed upon in the plan may result in the loss of financial assistance.

- Students who improve their cumulative GPA to a 2.0 or above at the end of the probationary term will be removed from probationary status.
- Students enrolled in 7 credits or more who improve their cumulative GPA by earning a term GPA of 1.9 or above but fail to raise their cumulative GPA to the minimum standard will be placed on Probation Status 3.
- Students enrolled in 6 credits or fewer will have two terms to earn a term GPA of 1.9 or above. Students who fail to raise their cumulative GPA to the minimum standard within two terms will be placed on Probation Status 3. Students remain on Probation Status 2 for their second term if they fail to raise their cumulative GPA to 1.9 or higher after the first term.
- Students who earn a term GPA below 1.9 at the end of this probationary term will be dismissed from the College.

Probation Status 3

Students who are not dismissed from the College after Probation Status 2 but fail to improve their performance to be removed from probation are placed on Probation Status 3. Students can remain on Probation Status 3 for one term. Students should develop an Academic Support Action Plan with the Student Success Center by the end of the third week of this probationary term. Failure to develop the plan or failure to comply with the terms agreed upon in the plan may result in the dismissal from the College.

- Students who improve their cumulative GPA to a 2.0 or above at the end of the probationary term will be removed from probationary status.
- Students who earn a cumulative GPA below 2.0 at the end of this probationary term will be dismissed from the College.

Graduation Requirements

Students earning an associate's degree or a bachelor's degree must complete all of the following:

1. Minimum cumulative GPA of 2.0 (4.0 scale);
2. Complete the Core Curriculum requirements (see in following section, Student Academic Requirements and Institutional Outcomes);
3. Complete requirements for the major;
4. Service Learning Project (see in following section, Student Academic Requirements and Institutional Outcomes);
5. Communication Competency (see in following section, Student Academic Requirements and Institutional Outcomes); and
6. Critical Thinking Assessment.

Note: Students will not receive their diploma until all graduation requirements and financial obligations are successfully completed.

Graduation Residency Requirements

Students completing a certificate or graduating with an Associate Degree must complete a minimum of 15 credit hours at Mercy College.

Students graduating with a Bachelor's Degree must complete a minimum of 30 credit hours at Mercy College. Further details of graduation requirements are found within the degree and certificate specific sections.

A conferred degree and official transcripts are issued after fulfillment of all graduation requirements, including clearance through all College departments (e.g. Library, Business Office, Financial Aid).

Honors

Graduation Honors

Mercy College recognizes the outstanding achievement of its graduates by awarding the following graduation honors:

Recipients of Bachelor's Degree

Summa Cum Laude. Have earned a cumulative GPA of 3.800 or higher.
Magna Cum Laude. Have earned a cumulative GPA pf 3.650 to 3.799 inclusive.
Cum Laude. Have earned a cumulative GPA of 3.500 to 3.649 inclusive.

Recipients of the Associate's Degree

Highest Honors. Have earned a cumulative GPA of 3.800 or higher.
High Honors. Have earned a cumulative GPA of 3.650 to 3.799 inclusive.
Honors. Have earned a cumulative GPA of 3.500 to 3.649 inclusive.

Recipients of Certificates

Certificate Highest Honors. Have earned a cumulative GPA of 3.800 or higher.
Certificate High Honors. Have earned a cumulative GPA of 3.650 to 3.799 inclusive.
Certificate Honors. Have earned a cumulative GPA of 3.50 to 3.649 inclusive.

Students must complete 30 credit hours at Mercy College to be a recipient of Associate's Degree honors or Certificate honors and must complete 60 hours at Mercy College to be a recipient of Bachelor's Degree honors.

Commencement ceremony honors are based on the student's cumulative grade point average achieved at the end of the semester before graduation. Official honors are determined by the final cumulative grade point average.

Semester Honors

Mercy College has established a President's List and a Dean's List to recognize exceptional academic achievement. The lists are prepared at the end of each semester including the summer semester. All students who have been admitted to the College and who are enrolled in six or more credit hours are eligible.

President's List

Students who earn a semester GPA of at least 3.750 and do not have incomplete grades are placed on the President's List.

Dean's List

Students who earn a semester GPA between 3.500 and 3.749 and do not have incomplete grades are placed on the Dean's List.

Medical Withdrawal

Medical Withdrawal is available for students who, because of serious physical or psychological illness or injury, need to leave the College during a semester. Readmission is subject to the policies set forth above. (*See Student Handbook for policy and procedures*)

Military Leave

Military Leave is available for students called to active duty in the United States Armed Services. Readmission is subject to policies set forth above. (*See Student Handbook for policy and procedures*)

Veterans returning after military leave to perform military service will be readmitted at the same academic status achieved when last in attendance at Mercy College provided that absence does not exceed five years.

Withdrawal from the College

Students who withdraw from the College must complete a College Exit form and submit it to the Registrar's Office. (*Please refer to the Financial Information Section of this Catalog for information on Tuition Adjustment Policies*.)

Students wishing to withdraw will be considered for readmission according to the readmission policies.

Services for Students with Disabilities

Mercy College is committed to equality of educational opportunity for all students. The Student Success Center facilitates academic accommodations and services for students with disabilities so that those students have equal access to College programs and activities. It is the responsibility of the qualified individual with a disability to disclose information regarding the nature and extent of the disability to the Director of Student Success.

Student Disability Services administered by the Student Success Center include:

- Establish and communicate criteria for disability services at Mercy College.
- Review documentation to verify eligibility for disability services.
- Facilitate academic accommodations for qualified students with disabilities.
- Support disability-related services and opportunities for students with disabilities.

Academic Accommodations

Academic accommodations are provided on a case-by-case basis. The Director of Student Success reviews the recommendations in the professional report submitted on the student's behalf and then meets with the student to discuss how the functional impact of his/her disability may relate to course requirements. Together, they develop an accommodation plan which the student shares with the instructor.

Students are required to meet with the Director of Student Success to initiate the interactive process to provide reasonable academic accommodations.

Clinical/Practicum Work Policy

Students in clinical or practicum experiences may not use paid employment to satisfy educational outcomes.

1. Employment hours and clinical/practicum hours must be clearly separated. Students may not receive compensation during clinical/practicum hours.
2. Students must wear student uniforms and student identification name badge while in the clinical/practicum setting. Students may not wear student uniforms and student identification name badge while working as an employee.

Student Complaints

Academic

Students disputing an academic decision, including final grades, affecting their academic records, may grieve the decision by following the Student Academic Complaint Procedure as stated in the *Student Handbook*.

A student complaint must be in writing and state all of the relevant facts upon which it is based, the policy or procedure involved, and the relief sought. A student complaint should be submitted to the Student Affairs Office and follow the Student Academic Complaint Procedure as stated in the *Student Handbook.*

Student's formal, written complaints about academic issues are retained by the Vice President of Academic Affairs and Provost. These records, including information about the disposition of the

complaints handled internally and/or those filed with external agencies for final resolution, will be available for review by agencies that accredit Mercy College. These procedures comply with Federal Title IV regulations.

Non-academic and Non-disciplinary

A student complaint is limited to: 1) a dispute or difference regarding the interpretation or application of established policies or procedures or, 2) addressing an issue for which the College does not have an established policy or procedure. This complaint process is for non-disciplinary and non-academic complaints. A student complaint must be in writing and must set forth all of the relevant facts upon which it is based, the policy or procedure involved, and the relief sought. Follow the Student Complaints, Non-academic and Non-disciplinary procedure as stated in the *Student Handbook*.

Student Academic Requirements and Institutional Outcomes

Credit Hour Explanation

Mercy College supports the Carnegie Foundation philosophy and definition of the credit hour and applies it as follows.

One credit hour is associated with a 50 minute clock hour or the equivalent and is to be calculated as follows: 1credit hour/60 min. x 50 minutes/hour x 1 hour/week x 15 weeks/term = 12.5 hours/term = 1 credit hour of didactic class time.

A three credit didactic course would be calculated as follows: 1 hour/60 min. x 50 minutes/hour x 3 hours/week x 15 weeks/term = 37.5 clock hours/term.

This definition is consistent with the U.S. Department of Education's accepted definition and indicates a 1:1 ratio of one contact hour (50 - 60 minutes) to one credit hour of didactic education or the equivalent. Laboratory courses are calculated as an average of 25 hours per term constituting two contact hours to one credit hour equaling a 2:1 ratio or the equivalent. Clinicals, practicums, internships, and similar type courses that follow the clock hour definition are calculated on a 3:1 ratio or the equivalent.

Credit Hour to Clock Hour Application

Format	Credit Hours	*Instructional Time	Number of Sessions per Week	*Number of Weeks in a Semester at Mercy College	Total Instructional Time Per Credit Hour
Lecture (Didactic)	1	50 minutes	1	15	12.5 hours
Laboratory	1	100 minutes	1	15	25.0 hours
Clinical/ Practicum/ Internship	1	150 minutes	1	15	37.5 hours

*Per week instructional time and study time will increase for the accelerated and twelve-week terms.

The definition also recommends that for each hour in the classroom of didactic education, there are approximately two hours of associated work outside the classroom calculated as indicated in the following samples for didactic course work:

- A one credit course that meets one hour a week would expect approximately two hours of course related time outside of class. This would equate to a total of three hours a week or approximately 37.5-45 hours a term dedicated to course study.
- A three credit course would then require approximately nine hours a week or roughly 135 hours a term dedicated to a single didactic course.
- A student carrying a 12 credit of didactic course load should expect to spend approximately 36 hours a week and approximately 540 hours per term focused on their course work.

- A student carrying an 18 credit hour course load should expect to spend approximately 54 hours a week and approximately 810 hours per term focused on their course work.

Combined In Class and Out of Class Recommended Time Commitment

Format	Credit Hours	Total Instructional Time Per Credit Hour (in minutes)	Total Recommended Out of Class Personal Preparation Time (per week)	Combined Weekly Engagement	Number of Weeks in a Semester at Mercy College	Total Academic Engagement per Credit Hour (per semester)
Lecture (Didactic)	1	50 minutes	120 minutes	2.8 hours	15	42 hours
Laboratory	1	100 minutes	120 minutes	3.3 hours	15	49.5 hours
Clinical/ Practicum/ Internship	1	150 minutes	60 minutes (more may be needed)	3.5 hours	15	52.5 hours

*Per week instructional time and study time will increase for the accelerated and twelve-week terms.

Student Academic Load Expectation

Academic Load Policy:

Any student wanting to register for more than 18 credit hours in any semester will need to obtain prior written approval from an appropriate academic dean.

Academic Load Petition Procedure:

Students wanting to register for more than 18 credit hours in any semester will need to obtain written approval from an appropriate academic dean.

Critical Thinking

There are many methods and models of investigation, problem solving, discovery, and thinking critically. Undoubtedly, students coming to Mercy College have become accustom to using the scientific method. While at the College students will continue to explore and participate in these methods of investigation and develop a practice of thinking critically as it is built-in across the curriculum.

Peter A. Facione (2013) says that critical thinking is thinking that has a purpose (proving a point, interpreting what something means, solving a problem). In efforts to facilitate clarity and consistency in student learning, the College has acknowledged the fundamental definition and components to critical thinking as a guide for faculty and students (as outlined below).

Critical thinking is the “purposeful, reflective judgment which manifests itself in reasoned consideration of evidence, context, methods, standards, and conceptualizations in deciding what to believe or what to do” (Facione, 2012).

Institutional Critical Thinking Definitions Aligned with Institutional Outcome Focus Areas

CRITICAL THINKING SKILL	DESCRIPTION	SUB-SKILLS	INSTITUTIONAL OUTCOME FOCUS AREA
ANALYSIS	"To identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions"	Examine ideas Identify arguments Identify reasons and claims	Reasoning
EVALUATION	"To access the credibility of statements or other representations that are accounts or descriptions of a person's perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions, or other forms or representation"	Assess credibility of claims Assess quality of arguments that were made using inductive or deductive reasoning	Reasoning
EXPLANATION	"To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments"	State results Justify procedures Present arguments	Reasoning
INFERENCE	"To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation"	Query evidence Conjecture alternatives Draw conclusions using inductive or deductive reasoning	Inference
INTERPRETATION	"To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria"	Categorize Decode Significance Clarify meaning	None
SELF-REGULATION	"Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results"	Self-monitor Self –correct	None

Communication Competency Requirement

The Communication Competency Requirement (CCR) identifies quality standard expectations for writing and oral communication for all degree seeking students at Mercy College. Students will complete oral and written CCR requirements within their major as part of their graduation requirements. The competency's assessment consists of one oral communication and one written communication. The CCR will be completed in a designated course(s) in each major. In the event that a student does not demonstrate competency on the writing assignment declared a CCR, the student will work with faculty and/or tutors to complete the writing competency. In the event that a student does not demonstrate competency on the oral communication assignment designated a CCR in that major, the student will work with faculty for other opportunities to complete the graduation requirement.

Service Learning

Service learning builds upon the legacy of the Sisters of Mercy, promotes a culture that values service, and acknowledges the higher purpose of higher education institutions. Graduation from Mercy College includes a Service Learning component within its curriculum.

Definition of Service Learning – Service Learning is an experiential learning opportunity that mutually benefits the provider and recipient of service, enhances academic objectives, meets a community-defined need and encourages a college-wide culture of service. These goals are accomplished through specified project objectives, a structured service activity, and guided reflection.

Goals for Service Learning

- To create a rich context for learning that will enable joining theory with experience and thought with action.
- To apply discipline-specific and/or interdisciplinary knowledge as well as critical thinking skills to community-defined needs.
- To foster knowledge, sensitivity, and the challenging of assumptions in regards to various topics such as cultural competence, leadership skills, social justice issues, and community needs – especially as these topics apply to health science.
- To build community connections and foster ongoing communications with community members, agencies, groups, and organizations.

All Associate or Bachelor degree-seeking students are expected to participate in at least 15 hours of Service Learning in order to receive their degree. The 15 hours will be completed by students in one or more of the following ways:

- Faculty-Facilitated Project: An experience provided in a course and/or college-sponsored service learning experience (approved by the faculty member overseeing the project).
- Student Initiated Project: A student-planned and client-based service experience (approved by the student's advisor) working with a community or faith-based organization.

Students are responsible for turning in all of the required paperwork (regardless of the type of project) to the Student Affairs office for documentation in meeting the graduation requirement.

General Education Core Curriculum

The General Education Core Curriculum reflects the educational and ethical beliefs of the core values intrinsic to Mercy College. The Mercy College Core values of knowledge, reverence, integrity, compassion, and excellence underlie our work, how we interact with each other, and which strategies we employ to fulfill our mission, rooted in the heritage of the Sisters of Mercy.

Liberal education challenges students to think critically and independently, increase social and global consciousness, embrace change and make informed decisions. General education, as a function of liberal studies, provides a broad foundational basis of knowledge which serves to develop within students' intellectual and cognitive capabilities, cultural and moral awareness and integrative abilities to connect bodies of knowledge.

General education, alone or when teamed with the specific curricula in a major, provides the foundation for Mercy College students to become productive global citizens and future industry leaders.

General education, embodied in the College Core Curriculum, includes all levels of undergraduate education.
SVL 285 Servant Leadership is required of all students and cannot be transferred into the College from other institutions. Courses taken to fulfill one area of the Core cannot be used in another area of the Core.

Outcomes for the Core Curriculum, by subject, up to and including the baccalaureate degree are as follows:

Natural Science – Courses in this category will encompass the study of the exploration and explanation of natural scientific principles.

100-200 Level Courses:

1. Applies natural scientific knowledge in various contexts.

300-400 Level Courses:

1. Evaluates natural scientific knowledge in various contexts.

Math – Courses in this category will encompass the theory and application of math principles.

100-200 Level Courses:

1. Interprets information that has been presented in mathematical form (e.g., with functions, equations, graphs, diagrams, tables, words, and geometric figures).
2. Applies basic mathematical logic to applied situations.

300-400 Level Courses:

1. Evaluates evidence to assess interpretations.
2. Draws conclusions through the use of appropriate quantitative methods to solve applied situations.

Social Science – Courses in this category will encompass the study of society and social relationships as they relate to human behavior.

100-200 Level Courses:

1. Identifies influences on human behavior.
2. Applies social sciences principles in various contexts.

300-400 Level Courses:

1. Analyzes human behavior within the social context.
2. Evaluates social science principles in various contexts.

Communication –
Composition: Courses in this category will encompass writing for inquiry, learning, thinking, and communicating in academic, professional and social settings.

Speech/Interpersonal Communication: Courses in this category will encompass the use of effective communication through dialogue, presentations and active listening.

100-200 Level Courses:

1. Composition: Independently expresses original thinking that conveys mastery of the subject.
2. Composition: Produces writing that is logically organized, free of errors in grammar, usage, and mechanics.
3. Speech: Constructs spoken expressions using verbal and nonverbal messages specifically tailored for the listening audience.

Humanities – Courses in this category will encompass the study of the exploration and explanation of the

human experience. The humanities involve inquiry into values, ideas, ideals and consciousness (awareness) as they seek to describe how experiences shape our understanding of the world.

100-200 Level Courses:

1. Identifies contrasting theories and methodologies utilized within the humanities.
2. Describes the value of diverse forms of the expression of human experience.

300-400 Level Courses:

1. Evaluates contrasting theories and methodologies utilized within the various fields that make up the humanities.
2. Analyzes diverse forms of human expression.

Cultural Appreciation & Diversity – Courses in this category will encompass the respect and celebration of individual and cultural values with the recognition that each is unique.

100-200 Level Courses:

1. Utilizes a diverse perspective in various contexts.
2. Applies knowledge of diversity in various contexts.

300-400 Level Courses:

1. Analyzes various forms of human and cultural diversity.
2. Exhibits an ability to collaborate within and between diverse cultural contexts to accomplish a common goal.

Servant Leadership – This course will inspire students to embrace practices that enrich the lives of individuals, build better organizations, and ultimately create a more just and caring world.

100-200 Level Courses:

1. Identifies the role and responsibilities of being a servant leader in various contexts.
2. Applies principles of servant leadership in personal, professional, and civic contexts.

Core Curriculum Requirements

Certificate Requirements

Servant Leadership - All certificates have servant leadership content embedded in the curriculum.

Associate Degree Requirements

Core Curriculum – Associates: 29 credit hours (100 level or higher)

- Natural Science ..... 4 credits
- Math or Statistics ..... 3 credits
- Social Science ..... 3 credits
- Communication ..... 7 credits
  a. Communication (6 credits)
  a. Speech (1 credit)
- Humanities ..... 3 credits
- Core Elective ..... 6 credits
- Servant Leadership ..... 3 credits

Bachelor's Degree Requirements

Core Curriculum – Bachelors: 41 credit hours

- Natural Science (with lab) ..... 7 credits
- Math or Statistics ..... 6 credits
- Social Science ..... 6 credits
- Communication ..... 7 credits
  a. Communication (6 credits)
  b. Speech (1 credit)
- Humanities ..... 6 credits
  a. Philosophy or Religion (3 credits)
  b. Humanities (3 credits) 100 level or higher
- Cultural Appreciation and Diversity ..... 3 credits
- Core Elective ..... 3 credits
- Servant Leadership ..... 3 credits

Core Domains

Natural Science

AST 130	Astronomy	3 credits
BIO 101	General Biology I/with Lab	4 credits
BIO 102	General Biology II/with Lab	4 credits
BIO 130	Principles of Microbiology	4 credits
BIO 180	Human Anatomy/with Lab	4 credits
BIO 185	Human Physiology/with Lab	4 credits
BIO 203	Microbiology/with Lab	4 credits
BIO 302	Pathophysiology	3 credits
BIO 320	Genetics/with Lab	4 credits
BIO 360	Immunology	3 credits
BIO 400	Pathogenic Microbiology/with Lab	3 credits
BIO 410	Advanced Anatomy/with Lab	4 credits
BIO 450	Histology and Embryology/with Lab	4 credits
BIO 460	Cell and Molecular Biology	3 credits
CHE 101	General Chemistry I/with Lab	4 credits
CHE 102	General Chemistry II/with Lab	4 credits
CHE 320	Organic Chemistry I/with Lab	4 credits
CHE 321	Organic Chemistry II/with Lab	4 credits
CHE 420	Biochemistry/with Lab	4 credits
NTR 205	Nutrition	3 credits
NTR 300	Applied Nutrition	3 credits
PHA 202	Pharmacology	3 credits
PHY 101	Physics I/with Lab	4 credits
PHY102	Physics II/with Lab	4 credits

Math

MAT 102	Math for General Studies	3 credits
MAT 120	College Algebra	3 credits
STA 165	Fundamentals of Statistics	3 credits
STA 330	Biostatistics	3 credits

Social Science

PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
PSY 240	Gerontology and Aging	3 credits
PSY 410	Social Psychology	3 credits
SOC 102	Sociology	3 credits
SOC 360	Death, Dying, and Bereavement	3 credits
SOC 415	Social Justice Approach to Social Issues	3 credits

Communication

ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
SPE 105	Small Group Communication	1 credit

Humanities

ART 120	Art Appreciation	3 credits
ENG 165	African American Literature	3 credits
ENG 225	Young Adult Literature and Medicine	3 credits
ENG 335	Literature and Medicine	3 credits
FRE 101	French I	3 credits
GLS 220	Cultural Perspectives on Global Health	3 credits
HIS 236	History of the Modern World	3 credits

HUM 120	Introduction to Film	3 credits
MUS 120	Music Appreciation	3 credits
*PHI 110	Critical Thinking in a Diverse World	3 credits
*PHI 120	Introduction to Philosophy	3 credits
*PHI 280	Caring in a Diverse Health Care Environment	3 credits
*PHI 301	Critical Thinking	3 credits
*PHI 302	Applied Critical Thinking	3 credits
*PHI 314	Ethics	3 credits
*PHI 320	Bioethics	3 credits
SPA 101	Spanish I	3 credits
SPA 102	Spanish II	3 credits
*REL 301	Comparative Christian Traditions	3 credits
*REL 320	New Testament Analysis	3 credits
*REL 334	Comparative World Religions	3 credits

*Denotes classes that can be applied as a Humanities or Religion/Philosophy credit.

Cultural Appreciation and Diversity

ENG 165	African American Literature	3 credits
ENG 225	Young Adult Literature and Medicine	3 credits
FRE 101	French I	3 credits
GLS 220	Cultural Perspectives on Global Health	3 credits
HIS 236	History of the Modern World	3 credits
PHI 110	Critical Thinking in a Diverse World	3 credits
PHI 280	Caring in a Diverse Health Care Environment	3 credits
PSY 240	Gerontology and Aging	3 credits
PSY 303	Abnormal Psychology	3 credits
PSY 410	Social Psychology	3 credits
SOC 102	Sociology	3 credits
SOC 415	Social Justice Approach to Social Issues	3 credits
SPA 101	Spanish I	3 credits
SPA 102	Spanish II	3 credits
REL 301	Comparative Christian Traditions	3 credits
REL334	Comparative World Religions	3 credits

Servant Leadership

SVL 285	Servant Leadership	3 credits

Academic Minor for Baccalaureate Degrees

The Academic Minor consists of 15 to 20 credit hours in a secondary area or field of study for baccalaureate degree candidates. Students may choose to add a minor to their studies to supplement their major, develop specialization in a particular area of interest, acquire additional knowledge for career opportunities, or to pursue a personal passion or interest.

Students who already have the baccalaureate degree may complete the requirements for a minor but are not awarded a second baccalaureate degree. A minor is not required in order to earn a baccalaureate degree at Mercy College. Students do not need to be admitted to a minor in order to pursue the minor. Students who select a minor must earn at least nine (9) credit hours in their minor field of student at Mercy College of Health Sciences.

Available Minors are:

- School of Liberal Arts & Sciences Minors
    - Chemistry
    - Health Care Administration
    - Human Services
    - Public Health
- School of Allied Health Minors
    - Health Information Management

Academic minor requirements are listed in the respective school section.

Academic Degrees and Certificates

School of Allied Health

Purpose

The School of Allied Health educates allied health professionals and supports the life-long learning of all health care professionals with education grounded in academic rigor, servant leadership, and the Mercy College core values.

Philosophy

In accordance with the mission and objectives of Mercy College, the School of Allied Health currently offers selected bachelor of science degrees, associate of science degrees and certificates. The primary purpose of the school is to offer quality degrees and certificates, providing students opportunities to develop expertise, scientific knowledge, and professional attitudes that will prepare them for careers in dynamic and growing health care professions. Skills, attitudes, and knowledge are integral components in the delivery of quality health care. Each degree or certificate focuses on a specific aspect of health care and adheres to standards and guidelines established in collaboration with the appropriate accrediting agencies.

The School of Allied Health degrees and certificates combine general education with specific curricula in a major to provide an educational foundation for students to become global citizens and future industry leaders. Students in the School are provided an environment conducive to personal and professional development. Faculty have the responsibility to coordinate and provide learning experiences and ongoing evaluative feedback while being responsive to the individual learning needs of students. Students receive personal attention from faculty who know them as individuals and work closely with them in class and clinical rotations. Curricula within a major provide students with learning experience needed to become caring and competent health care professionals who are critical thinkers. Clinical facilities provide learning experiences utilizing state-of-the-art technology.

General School Policies

The following policies apply to all academic majors within the School of Allied Health:

Failed Course Policy

Students failing (“C-” or lower) one course in the major (a course within the major curriculum) may be dismissed from the major or delayed promotion based on major/curriculum structure.

Incomplete Grade Policy

Students who are unable to complete a requirement within a major during a semester because of extenuating circumstances and are students in “good standing” may request an Incomplete (“I”) grade. The Chair will determine if the student is able to be promoted to the next semester with an outstanding “I” incomplete grade. Students may be required to pay a clinical make-up fee**.**

After Admission to a Major

To ensure the safety of all clients served by Mercy College students and to meet regulations of our clinical partners regarding student participation in clinical site rotations as determined by standards of The Joint Commission (TJC) and in compliance with state and federal laws, a national criminal background check and child and dependent adult abuse checks will be conducted on each student seeking admission to an academic major that includes a clinical, preceptorship, internship, or similar experience that require patient interaction. Further, students are also required to provide documentation of current immunizations and personal health information as required by the clinical standards of the profession they have been admitted to study.

When seeking admission to an academic major with clinical, preceptorship, or internship opportunities, students will be required to establish an account with the College provider for background checks,

documentation, and tracking. The student is responsible for paying the required fees directly to the vendor for this service in order to finalize admission to the academic major. Students who choose not to participate in these checks or are found to have criminal backgrounds may not be able to be admitted to the academic major or remain in the academic major. Students who are unable to fulfill the clinical standards of the profession may also not be able to be admitted to that specific academic major.

Failure to disclose a criminal record or founded case of abuse (regardless of whether perceived to be expunged in the past and later found on documentation provided to the College) or as part of the information supplied to the vendor at the time of admission to an academic major may also result in a denial of admission to the academic major.

A student's background is checked based on information obtained from the student's residency history. When the College is notified by the vendor that a student has a criminal record, the student will be expected to provide clarifying information about each conviction listed on the record for further evaluation by the Mercy College Background Check Review Committee. Students who have a criminal record may be denied admission to an academic major. They may be considered for admission only after undergoing a review by the Iowa Department of Human Services, and/or an evaluation by the Mercy College Background Check Review Committee.

If the student wishes to dispute the findings reported by the vendor, the student will be granted an opportunity to do so as outlined under the Fair Credit Reporting Act (FCRA), guided by the instructions of the vendor. Denial of admission may be appealed to the Vice President of Academic Affairs and Provost if documentation of a resolution to the case can be made. Criminal and abuse registry documents are maintained by the vendor and are required to be accessible while enrolled at the College. Criminal records are not part of a student's permanent record.

Various licensing boards may restrict eligibility for professional licensure/certification if a person has been convicted of a felony or has participated in other illegal or unethical behaviors. Students under these situations are encouraged to contact the appropriate licensure/certification board prior to seeking admission to an academic major. In cases where a licensure/certification board does grant permission to eventually test for certification/licensure following successful completion of a major and graduation from a Mercy College with an academic degree or certificate, the College makes no stipulations on the ability of the student to find employment within the certification/licensure career field.

1. Initiate a criminal background and a child and dependent adult abuse check with the College specified vendor along with the required payment to the vendor. The student must authorize the vendor to provide the results of these checks as part of the final verification for admission to the academic major.
2. Complete documentation needed on immunizations and upload into the vendor's software. It is advised to submit the Immunization Form (form provided by Student Health Services) to your primary health care provider as soon as possible in order to ensure its completion in advance of the admission deadline to the major established by the Chair. The Immunization Form verifies compliance with the following:
    a. Two-step TB skin testing within the past year; then one-step TB skin test yearly after admission. Acceptable alternatives to TB skin testing are a negative T-spot blood test OR a negative QuantifFEROON Gold blood test. If a positive skin test or a history of positive tests, a negative chest-ray report administered within the past 12 months is required; then a TB Questionnaire completed yearly after admission (form provided by Student Health Services).
    b. Hepatitis B: Completion of series (three doses), OR initiation of the Hepatitis B series (if series is in process, student must meet all immunization deadlines per CDC guidelines to remain in clinicals or practicums), OR a positive titer showing full immunity.
    c. Measles, Mumps, and Rubella (MMR): Completion of series (two doses) OR positive titers of all three diseases showing full immunity.
    d. Chicken Pox (Varicella): Completion of series (two doses), OR positive titer showing full immunity, OR proof of disease by medical provider documentation.
    e. Seasonal flu vaccination is required annually to participate in courses that include a clinical rotation during flu season.

3. Acknowledge personal ability to adhere to the clinical standards for the academic major.
4. Upload into the vendor's software proof of completion and current certification in American Heart Association Basic Life Support Provider (MLS major is not required to meet this requirement).

Failure to complete any of the procedures for the major may delay or end the enrollment process.

Promotion Policy for Certificate and Associate Degrees

Based on satisfactory or unsatisfactory completion of the promotion standards, students may be promoted to the next semester, or dismissed from the major. The student may also be subject to Academic Dismissal from the College. Students who are dismissed from a major but are not dismissed from the College may continue taking liberal arts and sciences courses at Mercy College. They may also qualify to apply for readmission to the major or admission to another major. Students dismissed from the major, but not dismissed from the College, should schedule an appointment with the College academic advisor to review further educational options leading to another degree field or course of study at the College.

Readmission to an Allied Health Major

To be readmitted to an Allied Health major, a student must meet all admission criteria to a major and take placement examination to determine semester/course placement. In addition, an open seat in a cohort of a selected major must be available.

Bachelor of Science in Health Information Management

Purpose

The Bachelor of Science in Health Information Management (BSHIM) major will prepare students to manage patient health information and medical records, administer computer information systems, and code diagnoses and procedures for healthcare services provided.

Objectives

Graduates of the Bachelor of Sciences in Health Information Management degree will demonstrate command of the following learning outcomes as evidenced by their participation in class, completion of class assignments, presentations, and projects. Graduates will effectively:

1. Demonstrate effective verbal and non-verbal communication skills including the use of a variety of electronic and non-electronic tools.
2. Demonstrate effective written communication.
3. Apply critical thinking skills that are in alignment with Commission on Accreditation for Health Informatics and Information Management Education (CAHIM) competencies.
4. Demonstrate professional behaviors that adhere to professional standards, practice settings, and ethical decision making in the workplace.
5. Demonstrate personal attributes and qualities critical to HIIM professional leadership.

Admission Requirements

To be considered for admission to the Bachelor of Science in Health Information Management major applicants must be admitted to Mercy College (*See College Admissions section)* and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. Achieve a minimum cumulative GPA of 2.25 on a scale of 4.0 for all applicable college transfer work.
2. Achieve a grade of “C” or higher (not “C-”) in all transferred health information management core courses.

If a student does not meet admission requirements, but does meet College admission requirements, the student is considered a pre-Health Information Management student. After completion of at least 9 credits with a minimum cumulative GPA of 2.25, the student can be considered for admission.

After Admission to the Major

Participation in internship courses may require you to provide the following information to a preceptor/facility:

- National Certified Background Check
- Proof of immunizations including current TB
- Health Insurance Portability and Accountability Act (HIPAA) Agreement Form
- Proof of a flu shot, if required by practicum site.

Graduation Requirements BSHIM Degree

Students must meet the following requirements to receive a Bachelor of Science degree in Health Information Management:

1. Completion of all required courses for the major with a letter grade of a "C" or higher
2. An overall grade point average of 2.0 on a 4.0 scale, including all transfer courses
3. Complete 30 credit hours at Mercy College; of which, 15 credits must be at the 300/400 level
4. Successfully complete all practicum requirements
5. Satisfactorily complete the College Graduation Requirements.

BSHIM Curriculum

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Natural Sciences Coursework		
BIO 180	Human Anatomy (w/Lab)	4 credits
BIO 185	Human Physiology (w/Lab)	4 credits
BIO 302	Pathophysiology	3 credits
PHA 202	Pharmacology	3 credits
Total Credit Hours: 14		
Communication Coursework		
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
SPE 105	Small Group Communications	1 credit
Total Credit Hours: 7		
Humanities Coursework		
	Humanities Elective	3 credits
	Philosophy or Religion Elective	3 credits
Total Credit Hours: 6		
Cultural Appreciation and Diversity Coursework		
	Cultural Appreciation and Diversity Elective	3 credits
Total Credit Hours: 3		
Servant Leadership Coursework		
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 3		
Social Sciences Coursework		
	Social Science Electives	6 credits
Total Credits: 6		

Mathematical Sciences Coursework		
	Math 100 level or higher	3 credits
	STA 100 level or higher	3 credits
Total Credit Hours: 6		
Health Information Management Prerequisite Coursework		
MED 101	Medical Terminology	1 credits
CMP 120	Computer Informatics	3 credits
Total Credit Hours: 4		
Elective Coursework		
	Electives	14 credits
Total Credit Hours: 14		
Health Information Management Coursework		
HCA 301	Healthcare Delivery in the United States	3 credits
HCA 304	Human Resources Management	3 credits
HCA 305	Principles of Management	3 credits
HCA 324	Information Resources	3 credits
HCA 404	Legal/Ethical Aspects of Healthcare	3 credits
HCA 405	Leadership Strategies	3 credits
HIM 240	Introduction to Health Information Management	4 credits
HIM 260	Coding I	3 credits
HIM 310	Coding II w/ lab	4 credits
HIM 330	Electronic Health Record Concepts	3 credits
HIM 340	Healthcare Statistics	3 credits
HIM 410	Health Informatics Project Management	3 credits
HIM 415	Health Information Privacy and Security	3 credits
HIM 425	Health Data Analytics	3 credits
HIM 440	Health Data Architecture	3 credits
HIM 450	Reimbursement Methodologies	3 credits
HIM 460	Quality Improvement and Compliance	3 credits

HIM 465	Health Information Management Practicum	4 credits
Total Credit Hours: 57		
Total BSHIM Degree Credits: 120		

Health Information Management Minor

Health Care Administration Coursework: must take HCA 301 and then 15 additional credits		
HIM 240	Introduction to Health Information Management	4 credits
Select 15 credits from the following courses:		
HIM 260	Coding I	3 credits
HIM 310	Coding II w/ lab	4 credits
HIM 330	Electronic Health Record Concepts	3 credits
HIM 340	Healthcare Statistics	3 credits
HIM 410	Health Informatics Project Management	3 credits
HIM 415	Health Information Privacy and Security	3 credits
HIM 425	Health Data Analytics	3 credits
HIM 440	Health Data Architecture	3 credits
HIM 450	Reimbursement Methodologies	3 credits
HIM 460	Quality Improvement and Compliance	3 credits
Total Credit Hours: 19		

Associate of Science Degree in Diagnostic Medical Sonography

Purpose

The Diagnostic Medical Sonography program is dedicated to educating students in the art and science of diagnostic imaging through an integrated program of general studies and professional education. Guided by the mission of the College, the philosophy of the School of Allied Health and in compliance with the Commission on Accreditation of Allied Health Education Programs, the program's primary purpose is to facilitate the personal and professional development of students learning experiences and ongoing evaluative feedback, impact knowledge, skills, and attitudes needed to care for the sick, produce quality diagnostic images, and pursue life-long learning. The program's goal is to prepare competent entry-level general and cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Outcomes

Upon completion of the Diagnostic Medical Sonography major, graduates will be able to:

1. Integrate pertinent patient data in order to draw accurate conclusions about diagnostic results.
2. Demonstrate effective interpersonal skills with patients and other members of the health care team.
3. Provide health care guided by the Mercy Core Values that promotes patients' physical and psychological well-being.
4. Comply with recognized ethical and legal standards of the diagnostic medical sonography profession.
5. Perform physician-ordered sonographic procedures correctly.
6. Maintain optimal functioning of ultrasound equipment.
7. Apply knowledge of special procedures to assist a physician in ultrasound-guided examinations.
8. Document accurate results of diagnostic data to facilitate physician interpretation.
9. Demonstrate a commitment to professional development through participation of continuing education units.

Admission Requirements

To be considered for admission to the Diagnostic Medical Sonography (DMS) major, applicants must be admitted to Mercy College (See Admission section) and meet the criteria listed below. Admission to the College does not guarantee admission to a major. Applicants who complete DMS admission requirements at Mercy College will be awarded additional points in the admission process. Admission to the College does not guarantee admission to a major.

All applicants must have a minimum cumulative GPA of 2.5 and achieve a "C" or higher (not "C-") in the following college level courses:

- BIO 180 Human Anatomy/with Lab
- ENG 101 English Composition I
- MAT 120 College Algebra
- MED 101 Medical Terminology
- 100 Level College Physics/with Lab

Required prerequisites may be in progress while completing the observation and interview process. Admission to the major is contingent upon successful completion of all courses in progress with a "C" (not "C-") or better.

All admission requirements listed above must be completed, or course work in progress, including documentation of the eight-hour observation and the interview with the Selection Committee by March 31. Admission into the major is on a competitive basis. Meeting the minimum criteria does not guarantee admission into the major. Admission into Mercy College also does not guarantee admission into the major. Early application is encouraged. After the enrollment class is full, students qualified for admission will be placed on an alternate list. Students from the alternate list will be added to the fall enrollment class on a space available basis. Students who are not admitted into the major must re-apply for the following

year. Students may find it helpful to complete liberal arts and sciences courses at Mercy College prior to admission to the major.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Application Deadlines

Applications for the DMS major must be received by the DMS program by January 1 for consideration. Admission to the College may be completed earlier, but no later than January 1.Once the observation has been completed, the student will be contacted for an interview. Admission to the DMS major will be announced after March 31.

Semester	Application Priority Consideration	Transcript Deadline	Interview Deadline
Fall Semester	January 1	January 15	March 31

Articulation of Transfer Credit to Diagnostic Medical Sonography

In accord with College policy, the ASDMS degree accepts liberal arts and sciences courses from accredited institutions for transfer credit. However, transfer credit is not accepted for professional courses in ultrasound. The following will be considered in the approval of transfer credit:

1. Similarity of course content.
2. Transfer credits applied must have a grade of “C” or higher (not “C-”).

Clinical Standards

The following clinical standards are required of Mercy College DMS students. These abilities are based on the job requirements for sonographers at Mercy Medical Center – Des Moines, the site of most clinical experiences in the Diagnostic Medical Sonography major. Applicants must review the following clinical standards to determine their ability and compatibility with physical requirements of sonographers.

Physical Activity Requirements

Constant

- Talking and hearing – while exchanging information, both in person and by phone.
- Lifting, kneeling, bending, standing, pushing, pulling – while delivering direct patient care or utilizing equipment.

Frequent

- Sitting – while preparing educational activities, working on computer, etc.

Physical Demand Requirements

- Heavy work – Students may exert up to 100 pounds of force occasionally, and/or up to 40 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

Visual Acuity Requirements

- Preparing and reading written documentation, use of computer.
- Peripheral vision.

Intellectual/Emotional Requirements

Students must be able to:

- Maintain a high standard of courtesy and cooperation in dealing with staff, patients and visitors, and perform job functions satisfactorily despite the stress of a hospital environment.

- Perform a variety of duties, often changing from one task to another without the loss of efficiency or composure.
- Perform in situations requiring set limits, standards and adherence to established guidelines.
- Perform under stress when confronted with emergency, critical, or unusual situations.
- Accept responsibility for the direction, control and planning of an activity.
- Influence people in their opinions, attitudes or judgments about ideas or things.
- Make generalizations, evaluations or decisions based on sensory or judgmental criteria; i.e., patient assessment and equipment performance.

Tools/Equipment

- Standard ultrasound equipment including, but not limited to, all types of computers, video systems, power equipment. Also use of phone and written materials.

Clinical Conditions

- Students are subject to inside environmental conditions.
- Students are subject to noise from various types of imaging equipment.
- Students have been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials, therefore, are included in the OSHA Exposure Control Plan with all its specifications for preventing contact with the above materials.
- Students are subject to electrical, radiant energy, and processor chemistry hazards.

Graduation Requirements ASDMS Degree

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours at the associate level.
3. Successfully complete all skill challenge exams.
4. Successfully complete all clinical competencies.
5. Pass the Comprehensive Final Clinical Examination.
6. Pass the Mock Registry Examination requirements.
7. Satisfactorily complete the College Graduation Requirements.

ASDMS Curriculum – General Concentration

All students must complete the General Education Core Curriculum. General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

Some courses listed below may fulfill General Education Core Curriculum.

Required Courses for the Major		Credits
BIO 185	Human Physiology w/Lab	4 credits
DMS 101	Foundations of Ultrasound	3 credits
DMS 103	Ultrasound Physics I	2 credits
DMS 111	General Lab I	1 credit
DMS 112	General Clinical I	1 credit
DMS 116	Applied General I	4 credits
DMS 118	Applied General II	3 credits
DMS 125	Ultrasound Physics II	2 credits
DMS 126	General Lab II	2 credits
DMS 127	General Clinical II	2 credits
DMS 137	General Clinical III	2 credits
DMS 138	General Lab III	1 credit
DMS 207	General Lab IV	2 credits
DMS 211	General Clinical IV	3 credits
DMS 216	Applied General III	4 credits
DMS 226	Applied General IV	3 credits
DMS 231	General Clinical V	3 credits
DMS 234	General Seminar	2 credits
DMS 299	Special Topics	1 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit
BIO 302	Pathophysiology	3 credits
PHI 320	Bioethics	3 credits
Total Major Credits: 55		

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite course associations.

Recommended Course Sequence		
Semester I (Program Pre-Requisites)		
BIO 180	Human Anatomy w/Lab	4 credits
ENG 101	English Composition I	3 credits
MAT 120	College Algebra	3 credits
MED 101	Medical Terminology	1 credit
PHY 101	100 Level College Physics/with Lab	4 credits
Total Credit Hours: 15		
Semester II (Program First Year – Fall Semester)		
BIO 185	Human Physiology w/Lab	4 credits
DMS 101	Foundations of Ultrasound	3 credits
DMS 103	Ultrasound Physics I	2 credits
DMS 111	General Lab I	1 credit
DMS 112	General Clinical I	1 credit
DMS 116	Applied General I	4 credits
Total Credit Hours: 15		
Semester III (Program First Year – Spring Semester)		
DMS 118	Applied General II	3 credits
DMS 125	Ultrasound Physics II	2 credits
DMS 126	General Lab II	2 credits
DMS 127	General Clinical II	2 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 13		
Semester IV (Program First Year – Summer Semester)		
BIO 302	Pathophysiology	3 credits
ENG 102	English Composition II	3 credits

DMS 138	General Lab III	1 credit
DMS 137	General Clinical III	2 credits
DMS 216	Applied General III	4 credits
Total Credit Hours: 13		
Semester V (Program Second Year – Fall Semester)		
DMS 207	General Lab IV	2 credits
DMS 211	General Clinical IV	3 credits
DMS 226	Applied General IV	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 11		
Semester VI (Program Second Year – Spring Semester)		
DMS 231	General Clinical V	3 credits
DMS 234	General Seminar	2 credits
PHI 320	Bioethics	3 credits
DMS 299	Special Topics	1 credit
Total Credit Hours: 9		
Total ASDMS Degree Credits: 76		

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Sciences at Mercy College.

ASDMS Curriculum – Cardiovascular Concentration

Some course listed below may fulfill general education requirements.

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

Required Courses for the Major		Credits
BIO 185	Human Physiology w/Lab	4 credits
DMS 101	Foundations of Ultrasound	3 credits
DMS 103	Ultrasound Physics I	2 credits
DMS 107	Cardiovascular Lab I	1 credit
DMS 108	Cardiovascular Clinical I	1 credit
DMS 115	Applied Cardiovascular I	4 credits

DMS 117	Applied Cardiovascular II	3 credits
DMS 122	Cardiovascular Lab II	2 credits
DMS 123	Cardiovascular Clinical II	2 credits
DMS 125	Ultrasound Physics II	2 credits
DMS 133	Cardiovascular Clinical III	2 credits
DMS 134	Cardiovascular Lab III	1 credit
DMS 204	Cardiovascular Lab IV	2 credits
DMS 209	Cardiovascular Clinical IV	3 credits
DMS 215	Applied Cardiovascular III	4 credits
DMS 225	Applied Cardiovascular IV	3 credits
DMS 230	Cardiovascular Clinical V	3 credits
DMS 233	Cardiovascular Seminar	2 credits
DMS 299	Special Topics	1 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit
BIO 302	Pathophysiology	3 credits
PHI 320	Bioethics	3 credits
Total Major Credit Hours: 55		

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite course associations.

Recommended Course Sequence		
Semester I (Program Pre-Requisites)		
BIO 180	Human Anatomy w/Lab	4 credits
ENG 101	English Composition I	3 credits
MAT 120	College Algebra	3 credits
MED 101	Medical Terminology	1 credit
PHY 101	100 Level College Physics/with Lab	4 credits
Total Credit Hours: 15		

Semester II (Program First Year – Fall Semester)		
BIO 185	Human Physiology w/Lab	4 credits
DMS 101	Foundations of Ultrasound	3 credits
DMS 103	Ultrasound Physics I	2 credits
DMS 107	Cardiovascular Lab I	1 credit
DMS 108	Cardiovascular Clinical I	1 credit
DMS 115	Applied Cardiovascular I	4 credits
Total Credit Hours: 15		
Semester III (Program First Year – Spring Semester)		
DMS 117	Applied Cardiovascular II	3 credits
DMS 122	Cardiovascular Lab II	2 credits
DMS 123	Cardiovascular Clinical II	2 credits
DMS 125	Ultrasound Physics II	2 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 13		
Semester IV (Program First Year – Summer Semester)		
BIO 302	Pathophysiology	3 credits
ENG 102	English Composition II	3 credits
DMS 134	Cardiovascular Lab III	1 credit
DMS 133	Cardiovascular Clinical III	2 credits
DMS 215	Applied Cardiovascular III	4 credits
Total Credit Hours: 13		
Semester V (Program Second Year – Fall Semester)		
DMS 204	Cardiovascular Lab IV	2 credits
DMS 209	Cardiovascular Clinical IV	3 credits
DMS 225	Applied Cardiovascular IV	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 11		

Semester VI (Program Second Year – Spring Semester)		
DMS 230	Cardiovascular Clinical V	3 credits
DMS 233	Cardiovascular Seminar	2 credits
PHI 320	Bioethics	3 credits
DMS 299	Special Topics	1 credit
Total Credit Hours: 9		
Total ASDMS Degree Credits: 76		

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Sciences at Mercy College.

Emergency Medical Services

Purpose

The Emergency Medical Services (EMS) programs are dedicated to educating students through coursework that integrates academic and professional education, skills laboratories, and hospital and EMS internship. Guided by the mission of Mercy College, the philosophy of the School of Allied Health, and in compliance with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Emergency Medical Service Programs (CoAEMSP), the primary purpose is to facilitate the personal and professional development of students. The EMS programs provide students with the academic and clinical experiences needed to become caring, ethical, and competent health care workers. The EMS programs are designed to provide continuous education spanning an EMS career. From entry level Emergency Medical Technician through Critical Care Paramedic and/or Associate of Science Degree in EMS, Mercy College is a resource to help students achieve their goals in the area of Emergency Medical Services education and career advancement.

Clinical/Field Standards

The following clinical standards are required of Mercy College EMS Students. These abilities are based on the functional job description published by the Committee on Accreditation of EMS Education Programs (CoAEMSP). Applicants must review the following clinical standards to determine their ability and compatibility with physical requirements of an EMS provider.

Physical Activity Requirements

Constant

Talking – Expressing or exchanging ideas by means of the spoken word to convey information to physicians, patients and colleagues.
Hearing – Ability to receive detailed information through oral communications with physicians, patients and colleagues.
Walking – Moving about on foot to accomplish tasks such as transferring equipment or transferring patients.
Driving – Sitting while driving vehicle.
Stooping – Bending at the waist while getting into and out of vehicle.
Handling – Working with whole hand to drive vehicle, to load/unload supplies, materials into and from vehicle.
Reaching – Extending hand(s) and arm(s) in any direction to load/unload and deliver material supplies into and from vehicle.

Frequent

Climbing – In and out of the ambulance.
Balancing – Maintaining body equilibrium to prevent falling when standing or stooping or crouching inside of the ambulance while it is in motion.
Stooping – Bending body downward and forward by bending spine at the waist in order to provide patient care or retrieving equipment from storage areas.
Pushing – Using upper extremities to press against something with steady force in order to thrust forward when transferring a patient or equipment on a cart, or downward such as in cardiopulmonary resuscitation.
Pulling – Using upper extremities to exert force in order to move patients in a sustained motion.
Lifting – Raising objects from a lower to a higher position such as when loading patients who most often weigh in excess of 200 pounds or transferring equipment in and out of the ambulance.

Occasional

Kneeling – Bending legs at knee to come to a rest on knee or knees when providing patient care inside the ambulance.
Crouching – Bending the body downward and forward by bending leg and spine when providing patient care at the site of a scene, in a hospital or inside the ambulance.

Reaching – Extending hand(s) and arms in any direction when providing patient care in the ambulance.
Standing – Particularly for sustained periods of time.
Fingering – Working primarily with fingers rather than the whole hand.
Grasping – Applying pressure to an object with the fingers and palm such as blood pressure cuffs bulbs, I.V. infusion bags, Ambu bags and radios.
Feeling – Perceiving attributes of objects, especially with fingertips such as assessing skin or potential injuries.
Repetitive Motions – Performing chest compressions for a minimum of 10 minutes.

Physical Demand Requirements

Heavy clinical assignments – Exerting in excess of 100 pounds of force occasionally, and/or in excess of 40 pounds of force frequently, and/or in excess of 20 pounds of force constantly to set up traction, hold extremities, move objects, to transfer patients onto emergency carts from wheelchairs.

Visual Acuity Requirements

During clinical, assignments require the use of equipment with small buttons and numbers, which requires absolute accuracy. Must have environmental visual acuity in both daylight and at night.

Intellectual/Emotional Requirements

Students must be able to:

- Be responsible for interventions and planning of patient care. Interprets feelings, ideas or facts in terms of personal viewpoint.
- Make generalizations, evaluations, or decisions based on sensory or judgmental criteria.
- Make generalizations, evaluations, or decisions based on measurable or verifiable criteria.
- Deal with people beyond giving and receiving instructions.
- Perform under stress when confronted with emergency, critical, unusual or dangerous situations; or situations in which working speed and sustained attention are make-or-break aspects of the job.
- Perform a variety of duties, often changing from one task to another without loss of efficiency or composure.

Tools/Equipment

Tools and equipment based on certification level and relevant Iowa Scope of Practice.

Clinical Conditions

- Students must be able to wear installed lap and shoulder seatbelts.
- The student is subject to environmental conditions with activities occurring both inside and outside. The student is subject to extreme temperatures (below 32 degrees to above 100 degrees).
- The student is required to wear protective appliances such as masks and goggles when caring for patients and the potential exposure of blood and bodily fluids exists, in accordance with Standard Precautions.
- Students in a clinical setting has been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials, therefore, are included in the OSHA Exposure Plan with specifications for preventing contact with infectious diseases.
- The student is subject to exposure of combative, physically or abusive patients.
- The student is subject to hazards in the work area; may be exposed to chemotherapy spills, chemical cleaners, radioactive implants/isotopes, and/or sharp instruments.
- The student is subject to a range of noise levels from quiet to moderate phones, pagers, mechanical alarms (IV pumps, ventilators, cardiac monitors, pulse oximeters) and occasional construction work.

Emergency Medical Technician Certificate (EM 109)
Purpose

The Emergency Medical Technician (EMT) certificate is offered to provide an entry level course to students who may be interested in emergency health services. This course is also an excellent course for students who are interested in becoming a health care provider but may be unsure of which health care profession to enter. The course focuses on emergency care but has content covering medical and traumatic emergencies, adult and pediatric patients, acute and chronic medical conditions. Lecture and skills laboratories are evenly balanced to meet the learning needs of the "hands on" learner as well as those who perform better in a classroom environment.

As part of the EMT course students will also receive NAEMT certification in the EMS Safety course and complete the Certified Emergency Vehicle Operator (CEVO) course. Students must complete clinical rotations in the Emergency Department where students are permitted to work with a variety of patients while having an opportunity to observe several health care disciplines. Students also participate in a field internship as a member of an EMS crew responding to 911 calls. Classes are taught by leading professionals in the field. EMT is the "gateway" course for all other levels of EMS Certification.

EMT Objectives

Upon completion of the Emergency Medical Technician certificate, the student will:

1. Competently perform entry level EMT skills.
2. Demonstrate professionalism and therapeutic communication appropriate to the pre-hospital and clinical environment.
3. Demonstrate legal and ethical conduct suitable to the profession.
4. Effectively participate as an integral part of a health care team by assisting providers and promoting positive patient relations.
5. Qualify to sit for the National Registry EMT Exam.
6. Practice guided by the core values of Mercy.

EMT Admission Requirements

1. Complete and submit the online registration form through the Mercy College Training Center.
2. Complete an EMT registration packet:
    a. Initiate a criminal background and a child and adult abuse check with Castlebranch.com along with the required payment to the vendor. The student must authorize Castlebranch.com to provide the results of these checks prior to final admission to the short-term certificate. Initiate this request **30 days prior** to signing up for a registration session.
    b. Initiate the creation of an Electronic Health Records (I) with Castlebranch.com in order to complete a Clinical Standards form, and Immunization form at least **ten (10) business days prior** to signing up for a registration session. It is advised to submit the Immunization form to your primary health care provider as soon as possible in order to ensure its completion in advance of the College deadline. The Immunization form will need to verify compliance with the following:
        i. Two-step TB skin testing within the past year; then one-step TB skin test yearly after admission. Acceptable alternatives to TB skin testing are a negative T-spot blood test OR a negative QuantifFEROON Gold blood test. If a positive skin test or a history of positive tests, a negative chest-ray report administered within the past 12 months is required; then a TB Questionnaire completed yearly after admission (form provided by Student Health Services).
        ii. Hepatitis B: Completion of series (three doses), OR initiation of the Hepatitis B series (if series is in process, student must meet all immunization deadlines per CDC guidelines to remain in clinicals or practicums), OR a positive titer showing full immunity.
        iii. Measles, Mumps, and Rubella (MMR): Completion of series (two doses) OR positive titers of all three diseases showing full immunity.

iv. Chicken Pox (Varicella): Completion of series (two doses), OR positive titer showing full immunity, OR proof of disease by medical provider documentation.
v. Seasonal flu vaccination is required annually to participate in courses that include a clinical rotation during flu season.

3. Show proof of completion and current certification in American Heart Association Basic Life Support Provider.

Post-Admission Procedure

Iowa Department of Public Health Requirement: EMS applicants must complete the EMS Student Registration within 10 days after the course start date. EMS Student Registration must be completed at the Bureau of EMS website. Assistance is provided during orientation/registration.

Course Completion Requirements

Students must meet the following requirements to receive the Emergency Medical Technician Certificate:

1. Successful completion of all didactic, laboratory coursework.
2. Successful completion of all clinical/field coursework.

Paramedic Certificate

Purpose

The Paramedic Certificate program is offered to prepare students to provide the highest level of care permitted in the pre-hospital environment by EMS personnel. The Paramedic Certificate encompasses approximately 9-12 months of didactic study in either a day or evening program format. A portion of the clinical and field practicum may be completed after the didactic course work is finished; however, students generally have sufficient time to complete clinical/field requirements within 30 days following the last day of class. The program includes classroom instruction, practice in skills lab, and clinical experience in a variety of hospital department, and EMS agencies.

Objectives

Upon completion of the Paramedic Certificate graduates will:

3. Competently perform entry level Paramedic skills.
4. Demonstrate professionalism and therapeutic communication appropriate to the pre-hospital and clinical environment.
5. Demonstrate legal and ethical conduct suitable to the profession.
6. Effectively participate as an integral part of a health care team by assisting providers and promoting positive patient relations.
7. Qualify to sit for the National Registry Paramedic Exam.
8. Practice guided by the core values of Mercy.

Admission Requirements for the Paramedic Certificate

To be considered for admission to the Paramedic Certificate applicants must be admitted to Mercy College (*See Admissions section*) and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. Provide evidence of an active Iowa EMT certification.
2. Once the application and transcripts are received and it is determined the applicant meets the admission/academic requirements, the Mercy College EMT comprehensive written and skills exams will be scheduled. Applicants will be provided testing dates for the written and skills proficiency testing.
    a. Applicants must achieve a score of 75% or higher on a Mercy College comprehensive written exam designed to test knowledge of EMT material.
    b. Applicants must successfully complete Mercy College EMT skills competency exams following completion of the comprehensive exam.
    c. These exams need to be successfully completed the semester immediately prior to enrolling in the Paramedic Certificate. Students enrolled in the Mercy College EMT course will have the opportunity to complete these exams in class.
3. An interview will be scheduled once an applicant successfully completes the Mercy College EMT comprehensive written and skills exam. All applicants must participate in an interview. The interview will provide information and answer any questions the applicant may have about the Paramedic Certificate. The applicant must achieve an interview score of 80% or higher with the Selection Committee in order to be offered a position in the next Paramedic Certificate.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Graduation Requirements Paramedic Certificate

Students must meet the following requirements to receive a Paramedic Certificate:

1. Successfully complete all professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).

2. Complete the College residency requirement of 15 credit hours.
3. Successfully complete all skills proficiency exams; including the Medical Director Exit Interview.
4. Satisfactorily complete the College Graduation Requirements.

Paramedic Certificate Curriculum

Required Courses for the Certificate		Credits
EMS 110	Foundations of Paramedic Practice I *	4 credits
EMS 111	Foundations of Paramedic Practice II	3 credits
EMS 112	EMS Skills Lab I	2 credits
EMS 113	Clinical I	2 credits
EMS 114	Field Practicum I	1 credit
EMS 130	Management of Medical Emergencies	4 credits
EMS 131	Management of Traumatic Emergencies	3 credits
EMS 132	EMS Skills Lab II	1 credit
EMS 133	Clinical II	2 credits
EMS 134	Field Practicum II	2 credits
EMS 160	Care of Special Populations	3 credits
EMS 161	EMS Operations	3 credits
EMS 162	Transition to EMS Team Leader	2 credits
EMS 163	Clinical III	2 credits
EMS 164	Field Practicum III	2 credits
Total Paramedic Certificate Credit Hours: 36		

* Servant Leadership Workshop embedded within EMS 110

Recommended Course Sequence		
Semester I		
EMS 110	Foundations of Paramedic Practice I *	4 credits
EMS 111	Foundations of Paramedic Practice II	3 credits
EMS 112	EMS Skills Lab I	2 credits
EMS 113	Clinical I	2 credits
EMS 114	Field Practicum I	1 credit
Total Credit Hours: 12		
Semester II		
EMS 130	Management of Medical Emergencies	4 credits

EMS 131	Management of Traumatic Emergencies	3 credits
EMS 132	EMS Skills Lab II	1 credit
EMS 133	Clinical II	2 credits
EMS 134	Field Practicum II	2 credits
Total Credit Hours: 12		
Semester III		
EMS 160	Care of Special Populations	3 credits
EMS 161	EMS Operations	3 credits
EMS 162	Transition to EMS Team Leader	2 credits
EMS 163	Clinical III	2 credits
EMS 164	Field Practicum III	2 credits
Total Credit Hours: 12		
Total Paramedic Certificate Credits: 36		

Accelerated Paramedic Certificate Curriculum

Required courses for the Certificate		
EMS 110	Foundations of Paramedic Practice I *	4 credits
EMS 111	Foundations of Paramedic Practice II	3 credits
EMS 112	EMS Skills Lab I	2 credits
EMS 113	Clinical I	2 credits
EMS 114	Field Practicum I	1 credit
EMS 130	Management of Medical Emergencies	4 credits
EMS 131	Management of Traumatic Emergencies	3 credits
EMS 132	EMS Skills Lab II	1 credit
EMS 133	Clinical II	2 credits
EMS 134	Field Practicum II	2 credits
EMS 160	Care of Special Populations	3 credits
EMS 161	EMS Operations	3 credits
EMS 162	Transition to EMS Team Leader	2 credits

EMS 163	Clinical III	2 credits
EMS 164	Field Practicum III	2 credits
Total Credit Hours: 13		

* Servant Leadership Workshop embedded within EMS 110

Recommended Course Sequence		
Semester I		
EMS 110	Foundations of Paramedic Practice I *	4 credits
EMS 111	Foundations of Paramedic Practice II	3 credits
EMS 112	EMS Skills Lab I	2 credits
EMS 113	Clinical I	2 credits
EMS 114	Field Practicum I	1 credit
EMS 130	Management of Medical Emergencies	4 credits
EMS 131	Management of Traumatic Emergencies	3 credits
EMS 132	EMS Skills Lab II	1 credit
Total Credit Hours: 20		
Semester II		
EMS 133	Clinical II	2 credits
EMS 134	Field Practicum II	2 credits
EMS 160	Care of Special Populations	3 credits
EMS 161	EMS Operations	3 credits
EMS 162	Transition to EMS Team Leader	2 credits
EMS 163	Clinical III	2 credits
EMS 164	Field Practicum III	2 credits
Total Credit Hours: 16		
Total Paramedic Certificate Credits: 36		

Associate of Science in Emergency Medical Services Degree

Purpose

The Associate of Science in Emergency Medical Services (ASEMS) degree is offered for students who wish to earn a degree as a credential to indicate completion of a college-based degree in Emergency Medical Services. The degree indicates a student has completed an educational experience that includes liberal arts and science courses in addition to the professional courses in the major. An ASEMS degree may be earned concurrently or following completion of the Paramedic Certificate by taking an additional 30 credit hours of liberal arts and science courses.

Objectives

Upon completion of the Emergency Medical Services major, graduates will:

1. Competently perform entry level Paramedic skills.
2. Demonstrate professionalism and therapeutic communication appropriate to the pre-hospital and clinical environment.
3. Demonstrate legal and ethical conduct suitable to the profession.
4. Effectively participate as an integral part of a health care team by assisting providers and promoting positive patient relations.
5. Qualify to sit for the National Registry Paramedic exam.
6. Practice guided by the core values of Mercy.
7. Combine knowledge from liberal arts and sciences and emergency medical services with critical thinking skills to function effectively as a paramedic.
8. Demonstrate the ability to think critically and communicate effectively.
9. Articulate personal values in relation to ethical standards.
10. Display leadership through service-oriented activities.

Admission Requirements

To be considered for admission to the Emergency Medical Services major, applicants must be admitted to Mercy College (*See Admissions section*) and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. Provide evidence of an active Iowa EMT certification.
2. Demonstrate completion of one year of high school or one semester of college-level coursework with a grade of at least a 2.0 (“C” not “C-”) on a 4.0 scale in each of these required courses: Algebra I, Biology, and English.
3. Once the application and transcripts are received and it is determined the applicant meets the admission/academic requirements, the Mercy College EMT comprehensive written and skills exams will be scheduled. Applicants will be provided testing dates for the written and skills proficiency testing.
    a. Applicants must achieve a score of 75% or higher on a Mercy College comprehensive written exam designed to test knowledge of EMT material.
    b. Applicants must successfully complete Mercy College EMT skills competency exams following completion of the comprehensive exam.
    c. These exams need to be successfully completed the semester immediately prior to enrolling in the Associate of Science in EMS major. Students enrolled in the Mercy College EMT course will have the opportunity to complete these exams in class.
4. An interview will be scheduled once an applicant successfully completes the Mercy College EMT comprehensive written and skills exam. All applicants must participate in an interview. The interview will provide information and answer any questions the applicant may have about the major. The applicant must achieve an interview score of 80% or higher with the Selection Committee in order to be offered a position in the next Associate of Science in EMS cohort.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

State of Iowa EMS Student Requirement

Iowa Department of Public Health Requirement: EMS applicants must complete the EMS Student Registration within 14 days after the course start date. EMS Student Registration must be completed at the Bureau of EMS website. Assistance is provided during orientation/registration.

Graduation Requirements ASEMS Degree

Students must meet the following requirements to receive an Associate of Science in Emergency Medical Services degree:

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours at the associate level.
3. Successfully complete applicable Exit requirements for Paramedic Certificate.
4. Satisfactorily complete the College Graduation Requirements.

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Science at Mercy College.

ASEMS Curriculum

The Liberal Arts and Science courses for the General Education Core requirement of the Associate of Science in Emergency Medical Services Degree may be completed before, concurrently or after courses for the major.

General Education Core requirements may be found in the Academic Policies and Procedures section of the Catalog.

Required Courses for the Major		Credits
BIO 180	Human Anatomy w/Lab	4 credits
BIO 185	Human Physiology w/Lab	4 credits
	Core elective – 100 level or higher	3 credits
EMS 110	Foundations of Paramedic Practice I	4 credits
EMS 111	Foundations of Paramedic Practice II	3 credits
EMS 112	EMS Skills Lab I	2 credits
EMS 113	Clinical Internship I	2 credits
EMS 114	Field Practicum I	1 credit
EMS 130	Management of Medical Emergencies	4 credits
EMS 131	Management of Traumatic Emergencies	3 credits
EMS 132	EMS Skills Lab II	1 credit
EMS 133	Clinical Internship II	2 credits
EMS 134	Field Practicum II	2 credits
EMS 160	Care of Special Populations	3 credits
EMS 161	EMS Operations	3 credits
EMS 162	Transition to EMS Team Leader	2 credits
EMS 163	Clinical Internship III	2 credits
EMS 164	Field Practicum III	2 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	Humanities elective – 100 level or higher	3 credits
	MAT – 100 level or higher	3 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit

SVL 285	Servant Leadership	3 credits
Total Major Credits: 66		

Recommended Course Sequence		
Semester I		
BIO 180	Human Anatomy w/Lab	4 credits
PSY 101	General Psychology	3 credits
EMS 110	Foundations of Paramedic Practice I	4 credits
EMS 111	Foundations of Paramedic Practice II	3 credits
EMS 112	EMS Skills Lab I	2 credits
Total Credit Hours: 16		
Semester II		
EMS 113	Clinical Internship I	2 credits
EMS 114	Field Practicum I	1 credit
BIO 185	Human Physiology w/Lab	4 credits
ENG 101	English Composition I	3 credits
	MAT – 100 level or higher	3 credits
Total Credit Hours: 13		
Semester III		
EMS 130	Management of Medical Emergencies	4 credits
EMS 131	Management of Traumatic Emergencies	3 credits
EMS 132	EMS Skills Lab II	1 credit
	Humanities elective – 100 level or higher	3 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 12		
Semester IV		
EMS 133	Clinical Internship II	2 credits
EMS 134	Field Practicum II	2 credits
ENG 102	English Composition II	3 credits

Core elective – 100 level or higher		3 credits
EMS 160	Care of Special Populations	3 credits
Total Credit Hours: 13		
Semester V		
EMS 161	EMS Operations	3 credits
EMS 162	Transition to EMS Team Leader	2 credits
EMS 163	Clinical Internship III	2 credits
EMS 164	Field Practicum III	2 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 12		
Total ASEMS Degree Credits – 66		

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Science at Mercy College.

Critical Care Paramedic (EM 270)

Purpose

This course is offered for students who are seeking preparation for national certification as a critical care paramedic, flight paramedic, certified flight registered nurse, or Iowa endorsement as a Critical Care Paramedic (CCP). Through a combination of didactic, lab, clinical internship, and field practicum with an aeromedical transport service graduates are prepared to perform patient care skills for acutely ill and/or injured patients beyond the traditional role of a paramedic. Topics from the course include: flight physiology, hemodynamic monitoring, fetal heart monitoring, advanced pharmacology, and mechanical circulatory and ventilatory support.

PREREQUISITE: Current certification at the NREMTP, NRP, or Iowa Paramedic Specialist (PS).

Objectives

Upon completion of the Critical Care Paramedic course graduates will:

1. Competently perform entry level CCP skills.
2. Demonstrate professionalism and therapeutic communication appropriate to the pre-hospital and clinical environment.
3. Demonstrate legal and ethical conduct suitable to the profession.
4. Effectively participate as an integral part of a health care team by assisting providers and promoting positive patient relations.
5. Qualify to sit for the National CCP exam through the Board for Critical Care Transport Paramedic Certification (BCCTPC) and receive recommendation for Iowa CCP endorsement.
6. Practice guided by the core values of Mercy.

Critical Care Paramedic Admission Requirements

1. Complete and submit the online registration form through the Mercy College Training Center.
2. Complete an CCP registration packet:
    a. Initiate a criminal background and a child and adult abuse check with Castlebranch.com along with the required payment to the vendor. The student must authorize Castlebranch.com to provide the results of these checks prior to final admission to the short-term certificate. Initiate this request **30 days prior** to signing up for a registration session.
    b. Initiate the creation of an Electronic Health Records (I) with Castlebranch.com in order to complete a Clinical Standards form, and Immunization form at least **ten (10) business days prior** to signing up for a registration session. It is advised to submit the Immunization form to your primary health care provider as soon as possible in order to ensure its completion in advance of the College deadline. The Immunization form will need to verify compliance with the following:

        i. Two-step TB skin testing within the past year; then one-step TB skin test yearly after admission. Acceptable alternatives to TB skin testing are a negative T-spot blood test OR a negative QuantifFEROON Gold blood test. If a positive skin test or a history of positive tests, a negative chest-ray report administered within the past 12 months is required; then a TB Questionnaire completed yearly after admission (form provided by Student Health Services).

        ii. Hepatitis B: Completion of series (three doses), OR initiation of the Hepatitis B series (if series is in process, student must meet all immunization deadlines per CDC guidelines to remain in clinicals or practicums), OR a positive titer showing full immunity.

        iii. Measles, Mumps, and Rubella (MMR): Completion of series (two doses) OR positive titers of all three diseases showing full immunity.

        iv. Chicken Pox (Varicella): Completion of series (two doses), OR positive titer showing full immunity, OR proof of disease by medical provider documentation.

v. Seasonal flu vaccination is required annually to participate in courses that include a clinical rotation during flu season.

3. Show proof of completion and current certification in American Heart Association Basic Life Support Provider

Course Completion Requirements

Students must meet the following requirements to receive the Critical Care Paramedic Certificate:

1. Successful completion of all didactic, laboratory coursework.
2. Successful completion of all clinical/field coursework.

Medical Assisting

Purpose

The Medical Assisting Program is dedicated to educating students in the profession of medical assisting through an integrated program of studies and professional education. Guided by the mission of Mercy College, the philosophy of the School of Allied Health and in compliance with the Commission on Accreditation of Allied Health Education Program (CAAHEP) standards for medical assisting programs, the primary purpose is to facilitate the personal and professional development of students. The Medical Assisting Program at Mercy College provides students with the academic and clinical experiences needed to become caring, ethical, and competent health care providers.

Medical assistants are multi-skilled health care professionals specifically educated to work primarily in ambulatory care 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. Medical assistants work under the supervision of licensed physicians and physician assistants.

Medical Assisting Learning Goals:

- To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) domains utilizing the resource of the Standards and Guidelines for Medical Assisting Educational Programs.
- To provide students with the knowledge to display professionalism, therapeutic communication, and patient education.
- To provide students with the necessary knowledge to be an integral part of a health care team by assisting providers and promoting positive patient relations.

Medical Assisting Learning Outcomes

Upon completion of the Medical Assisting Certificate, graduates will:

1. Perform entry-level medical assisting administrative and clinical skills.
2. Apply professionalism and therapeutic communication appropriate to the medical clinic.
3. Identify legal and ethical conduct suitable to the medical clinic.
4. Effectively participate as an integral part of a health care team by assisting providers and promoting positive patient relations.
5. Display behaviors consistent with the core values of Mercy.

Upon completion of the Medical Assisting major, graduates will demonstrate the objectives of the certificate and will:

1. Demonstrate the ability to communicate effectively.
2. Articulate personal values in relation to ethical standards.
3. Display leadership through service-oriented activities.
4. Combine knowledge from liberal arts and sciences and medical assisting with critical thinking skills to function effectively as a medical assistant.

Medical Assisting Certificate

The Medical Assisting (MA) Certificate curriculum includes three semesters of classroom instruction, competency demonstration in skills lab, and clinical experience in an ambulatory care setting.

Associate of Science in Medical Assisting Degree

An Associate of Science in Medical Assisting (ASMA) Degree may be earned by taking the 68 credit hours specified in the ASMA curriculum.

Admission Requirements for the Associate of Science Degree and Certificate

To be considered for admission to the Medical Assisting Certificate, applicants must be admitted to Mercy College (*See Admissions section*) and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. Demonstrate completion of one year of high school or one semester of college-level coursework with a grade of at least a 2.0 ("C" not "C-") on a 4.0 scale in each of these required courses: Natural Science, English, and Math.
2. Interview with the Medical Assisting Program Chair.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Articulation of Transfer Credit to Medical Assisting

Applicants meeting admissions criteria who have completed medical assisting courses at another institution may apply for transfer credit. The courses must have been completed at a CAAHEP accredited Medical Assisting program no more than two years prior to the semester in which the student enrolls in the medical assisting program at Mercy College. The following will be considered in the approval of transfer credit:

1. Similarity of course content.
2. Placement exams will be administered by the Program Chair to verify knowledge and clinical skills prior to accepting transfer credit.
3. Evaluation of clinical competency by Mercy College faculty.
4. Availability of space in the appropriate medical assisting course.
5. Transfer credits applied must have a grade of "C" or higher (not "C-").

Clinical Standards

The following clinical standards are required of Mercy College Medical Assisting students. These abilities are based on the job requirements for medical assistants at Mercy Clinics, Inc., the site of most clinical experiences in Medical Assisting. Applicants must review the following clinical standards to determine their ability and compatibility with the physical requirements of medical assistants.

Physical Activity Requirements

Constant

Reaching – Extending hand(s) and arm(s) in any direction.
Walking – Moving about on foot to accomplish tasks, particularly for long distances.
Talking – Expressing or exchanging ideas by means of the spoken word. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
Hearing – Perceiving the nature of sounds at normal range. Ability to receive detailed information through oral communication, and to make fine discrimination in sound, such as when making fine adjustments on machined parts (i.e. lab machines).

Frequent

Stooping – Bending body downward and forward by bending spine at the waist.
Crouching – Bending the body downward and forward by bending leg and spine.
Standing – Particularly for sustained periods of time.
Pushing – Using upper extremities to press against something with steady force in order to thrust forward, downward, or outward, i.e., adjusting x-ray equipment.
Pulling – Using upper extremities to exert force in order to draw, drag, haul, or tug objects in a sustained motion.

Lifting – Raising objects from a lower to a higher position, or moving objects horizontally from position-to-position.
Fingering – Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling i.e., operating lab machines.
Grasping – Applying pressure to an object with the fingers and palm.
Feeling – Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips, i.e., phlebotomy.
Repetitive Motions – Substantial movements (motions) of wrists, hands, and/or fingers, i.e., data entry.

Occasional

Kneeling – Bending legs at knee to come to a rest or knee or knees, i.e., when performing venipuncture.

Physical Demand Requirements

Medium work – Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

Visual Acuity

During clinical assignments, students are required to read pertinent printed materials and distinguish colors, use inspection during patient assessment, accurately read measurements on patient related equipment (i.e. thermometers, BP gauges, glucometers, IV pumps, computer monitor displays), accurately use sharps and other equipment to perform patient assessments and treatment, phlebotomy and x-ray procedures, as well as use various lab machines, computer terminals, and prepare and analyze data and extensive reading.

Intellectual/Emotional Requirements

Students must be able to:

- Perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.
- Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.
- Influence people in their opinions, attitudes, or judgments about ideas or things.
- Make generalizations, evaluations, or decisions based on sensory or judgmental criteria.
- Make generalizations, evaluations, or decisions based on measurable or verifiable criteria.
- Deal with people beyond giving and receiving instructions.
- Performing under stress when confronted with emergency, critical, unusual, or dangerous situations; or situations in which working speed and sustained attention are make-or-break aspects of the job.
- Accept responsibility for the direction, control, or planning of an activity.
- Maintain both a high standard of courtesy and cooperation in dealing with colleagues, patients, visitors, and satisfactory job performance despite the stress of a medical work environment.

Tools/Equipment

- Lab Equipment
- Calculator
- Printer
- Phone/Fax
- Therapeutic Equipment
- X-Ray Equipment
- Computer
- Photocopier
- Diagnostic

Clinical Conditions

- Students in this clinical setting have been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials, therefore, are included in OSHA Exposure Control Plan with all its specifications for preventing contact with the above materials.
- Students in this clinical setting have also been identified as having the likelihood of exposure to sharps, glass containers, and hazardous chemicals.

Graduation Requirements Medical Assisting Certificate

Student must meet the following requirements to receive a Medical Assisting Certificate:

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Attain a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale.
3. Complete the College residency requirement of 15 credit hours.
4. Successfully complete all skill competency exams.

Graduation Requirements ASMA Degree

Student must meet the following requirements to receive an Associate of Science in Medical Assisting degree:

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours at the associate level.
3. Successfully complete all skill competency exams.
4. Satisfactorily complete the College Graduation Requirements.

Policies

Radiation Safety

The Iowa Department of Public Health (IDPH) requires that an employee is considered a radiation worker if their dose exceeds 10% of the MPD (maximum permissible dose) of 5000 mrem/year. In accordance with state guidelines for maintaining radiation exposure “As Low As Reasonably Achievable (ALARA)”, Mercy College, in collaboration with Mercy Medical Center, strives to assure student exposure during clinical rotations stays under 5000 mrem/year. The action levels established in Mercy Medical Center’s ALARA program is 400 mrem/quarter which is below the state regulated limit of 1250 mrem/quarter. The Allied Health program chairs provide students with information about protecting themselves, patients, patient’s families, and the health care team. Information is provided prior to assignments to clinical rotations. Students in Radiologic Technology, Nuclear Medicine Technology, Medical Assistant, and other Allied Health majors, if applicable, receive and are required to wear a radiation monitoring badge(s) at all times when at clinical rotations. The badge(s) is to be worn as instructed and will be provided by the College at no cost to the student.

- The Radiation Safety Officer (RSO) reviews radiation monitoring badge reports.
- Radiation monitoring badge reports are discussed at the quarterly Radiation Safety Committee (RSC) meeting. The Nuclear Medicine Technology, Medical Assisting, and Radiologic Technology Program Chairs are members of this committee.
- If a student’s exposure exceeds 400 mrem in one calendar quarter, he/she receives a letter, is counseled, receives a second monitoring badge, and exposure is recorded by the RSO.
- Monthly radiation monitoring badge reports are posted for student review and maintained in the Program Chair or clinical coordinator’s office.
- Coursework covers information on radiation monitoring devices and radiation protection in greater detail.

Pregnancy

A student who becomes pregnant during the course of study may advise the Program Chair of that fact in writing. Students reserve the right to withdraw a declaration of pregnancy at any time. Notification must also be in writing if the student wishes to withdraw her declaration of pregnancy.

Procedure: If a student declares a pregnancy in writing she will be counseled about revisions in her clinical schedule that may be needed to attain academic and clinical competencies for the major. The student’s time in the major may need to be lengthened to ensure all competencies are attained prior to graduation.

The student has the option to continue in the major without modification

Upon written declaration of pregnancy, student will receive a second personal radiation monitor for fetal monitoring (at no cost). Forms to declare pregnancy can be obtained from the Program Chair's office. Notification must be in writing for student to be considered a "declared pregnant student".

In addition upon declaration of pregnancy, the Compliance Officer or designee will:

- Discuss radiation safety
- Provide regulatory guidelines
- Review past radiation exposure and the accumulation through gestation
- Calculate fetal dose when necessary or upon request

The LRT 101 course provides students with information on protecting oneself from exposure to ionizing radiation and includes an in-depth explanation of the Pregnancy Policy. This information is provided prior to clinical assignments.

Medical Assisting Certificate Curriculum

Medical Assisting Certificate

Some courses listed below may fulfill general education core requirements. General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

*Check course descriptions for appropriate prerequisite and co-requisite course associations.

Required Courses for the Certificate		**Credits**
LRT 101	Diagnostic Procedures I	2 credits
LRT 102	Diagnostic Procedures II	2 credits
LRT 110	Fundamentals of Limited Radiography	2 credits
LRT 120	Clinical Practicum	1 credit
MA 101	Medical Assisting Administrative Procedures I	4 credits
MA 102	Medical Assisting Clinical Procedures I	4 credits
MA 106	Anatomy and Physiology	4 credits
MA 108	Diseases of the Human Body	3 credits
MA 121	Medical Assisting Administrative Procedures II	4 credits
MA 122	Medical Assisting Clinical Procedures II	5 credits
MA 201	Medical Assisting Professional Components*	2 credits
MA 202	Medical Assisting Practicum	6 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit
Total Certificate Credits: 43		

* Servant Leadership Workshop embedded within MA courses

Recommended Course Sequence		
Please refer to General Education Core section of the Catalog for general education core requirements.		
Semester I		
MA 101	Medical Assisting Administrative Procedures I	4 credits
MA 102	Medical Assisting Clinical Procedures I	4 credits
MA 106	Anatomy and Physiology	4 credits
LRT 110	Fundamentals of Limited Radiography	2 credits
Total Credit Hours: 14		
Semester II		
MA 108	Diseases of the Human Body	3 credits
MA 121	Medical Assisting Administrative Procedures II	4 credits

MA 122	Medical Assisting Clinical Procedures II	5 credits
LRT 102	Diagnostic Procedures II	2 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 15		
Semester III		
MA 201	Medical Assisting Professional Components*	2 credits
MA 202	Medical Assisting Practicum	6 credits
LRT 120	Clinical Practicum	1 credit
LRT 102	Diagnostic Procedures II	2 credits
PSY 101	General Psychology	3 credits
Total Credit Hours: 14		
Total MA Certificate Credits: 43		

ASMA Curriculum

Some courses listed below may fulfill general education core requirements. General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

*Check course descriptions for appropriate prerequisite and co-requisite course associations.

Required Courses for the Major		**Credits**
	Math Elective (100 level or higher)	3 credits
	Natural Science Elective (100 level or higher)	4 credits
	Humanities Elective (100 level or higher)	3 credits
	Natural/Social Science Elective	3 credits
	Core Elective (100 level or higher)	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
LRT 101	Diagnostic Procedures I	2 credits
LRT 102	Diagnostic Procedures II	2 credits
LRT 110	Fundamentals of Limited Radiography	2 credits
LRT 120	Clinical Practicum	1 credit
MA 101	Medical Assisting Administrative Procedures I	4 credits
MA 102	Medical Assisting Clinical Procedures I	4 credits
MA 106	Anatomy and Physiology	4 credits
MA 108	Diseases of the Human Body	3 credits
MA 121	Medical Assisting Administrative Procedures II	4 credits
MA 122	Medical Assisting Clinical Procedures II	5 credits

MA 201	Medical Assisting Professional Components*	2 credits
MA 202	Medical Assisting Practicum	6 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communication	1 credit
SVL 285	Servant Leadership	3 credits
Total ASMA Degree Credits: 68		

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Science at Mercy College.

Medical Laboratory Science Certificate

Purpose

The Medical Laboratory Science (MLS) Program prepares graduates for service and leadership in the health care community by integrating its core values of knowledge, reverence, integrity, compassion, and excellence with a professional education.

The MLS Program is dedicated to providing students with the educational foundation required to become medical laboratory scientists through an intensive classroom and clinical curriculum. Guided by the mission of Mercy College, the philosophy of the School of Allied Health and in compliance with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) Standards for Accredited and Approved Programs including the Unique Standards for the Medical Laboratory Scientist, the primary purpose is to facilitate the personal and professional development of students. The MLS Program provides students with the academic and clinical experiences needed to become caring, ethical, and competent members of the health care team.

Goals

1. Prepare individuals to become laboratory professionals who perform a great variety of laboratory analysis accurately, timely, and efficiently.
2. Develop professionals who think logically, creatively, critically, responsively, and exercise good judgment.
3. Prepare individuals to become leaders in medical laboratory science and the health care community.

Program Learning Outcomes

Upon completion of the Medical Laboratory Science Certificate, the graduate will:

1. Accurately perform the full range of clinical laboratory tests in Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion Medicine, Microbiology, Urine and Body Fluid Analysis, and other emerging diagnostics.
2. Interpret laboratory results.
3. Correlate laboratory results to clinical conditions.
4. Demonstrate critical thinking when solving problems in all phases of laboratory processing and testing.
5. Apply principles of quality assurance/performance improvement to laboratory testing.
6. Demonstrate professional conduct in all activities.
7. Maintain continued professional development.
8. Apply safety standards and governmental regulations to clinical laboratory science.
9. Communicate appropriately and effectively with patients, the public, and members of the health care team.
10. Apply principles of administration and supervision to manage laboratory operations.
11. Utilize educational methodologies to educate users and providers of laboratory services.
12. Apply principles and practices of clinical study design, implementation, and dissemination of results to laboratory testing.

Admission Requirements

To be considered for admission to the Medical Laboratory Science Certificate applicants must be admitted to Mercy College (*See Admissions section*) and meet criteria listed below. Admission to the College does not guarantee admission to a major.

1. Achieve a minimum cumulative GPA of 2.5 on a 4.0 scale in college-level course work overall
2. Achieve a minimum cumulative GPA of 2.5 on a 4.0 scale in all college-level course work in the sciences which may include Biology, Microbiology, Zoology, Chemistry, Physics, Mathematics, Statistics and related courses.
3. Complete before enrollment:

a. Sixteen (16) semester hours of Chemistry, including Biochemistry and/or Organic Chemistry that are part of a science major curriculum.
b. Sixteen (16) semester hours of Biology, including Immunology and Microbiology that are part of a science major curriculum.
c. Three (3) semester hours of college level mathematics e.g. college algebra or above.
    i. Note: coursework taken to meet the biology and chemistry requirements completed seven or more years before application may require updating. This is determined by the Program Chair.

4. Earn a grade of "C" (not C-") or higher in all required courses.
5. Qualified students may be from an affiliated or non-affiliated institution.
    a. The following institutions are affiliated with the Mercy College MLS Certificate program:
        i. Drake University
        ii. Luther College
        iii. Minnesota State University – Mankato
        iv. Mount Mercy College
        v. North Dakota State University
        vi. Northwest Missouri State University
        vii. Wartburg College
        viii. Winona State University
    b. Students from affiliated institutions who have completed three years, or equivalent, of undergraduate work are eligible to complete the fourth year at the Mercy College MLS Certificate. All coursework, other than the medical laboratory science courses, required by the academic institution toward a bachelor's degree, must be completed by the student prior to beginning the MLS Certificate.
    c. Students from non-affiliated institutions must have completed a bachelor's degree at an accredited institution and must have completed all science prerequisites to meet eligibility requirements.
6. Submit the required Mercy College application materials to the admissions office including:
    a. Mercy College Application
    b. Official college transcripts from all institutions attended
7. Submit the Medical Laboratory Science Certificate application materials including:
    a. MLS Program Application online
    b. Three references
        i. The applicant will provide evaluators with a link to the online reference forms. The link will be sent to the applicant once the MLS Application has been completed.
        ii. Evaluators will complete and submit the online reference form.
        iii. Two of the references must be from professors, laboratory instructors, or teaching assistants, and one may be from an employer or an additional professor, lab instructor, or teaching assistant.
        iv. References from relatives are not acceptable.
8. Complete an interview with the Program Chair. This interview is scheduled after all other documents have been received.
9. Applicants may consider taking the following recommended courses in preparation for the MLS Certificate. The courses are not required and not taking them will not exclude the student from consideration for the MLS Certificate.
    a. Parasitology
    b. Genetics
    c. Physiology
    d. Hematology
    e. Immunohematology
    f. Quantitative Analysis
    g. Analytical Chemistry
    h. Statistics
    i. Computer Science
    j. Management and Human Relations
    k. Instrumentation

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Application Deadlines

Complete applications including all required items for MLS Certificate admission must be received in the MLS program by October 15 for priority consideration. Qualified students will be invited to schedule an interview with the Program Chair. If the interview is not completed, the application will not be considered for admission to the major and reapplication for the next available academic term is required. Admission to the MLS major will be announced by December 1.

Start Semester	Application & Transcript Deadline	Interview Deadline
Fall Semester	October 15	November 15

Admission into the MLS Certificate is on a competitive basis. Meeting the minimum admission criteria does not guarantee admission into the MLS Certificate. Admission into Mercy College does not guarantee admission into the MLS Certificate.

The Medical Laboratory Science Certificate does not offer advance placement.

Clinical Standards

The following clinical standards are required of Mercy College MLS students. These abilities are based on job requirements for medical laboratory scientists at Mercy Medical Center – Des Moines, the site of most clinical experiences in the MLS Certificate. Applicants must review the following clinical standards to determine their ability and compatibility with the requirements of medical laboratory scientists.

Physical Activity Requirements

Frequent

Standing: While performing test analysis.
Reaching: While performing test analysis.
Fingering: While entering data into the computer.
Grasping: While handling equipment and specimens.
Talking: While communicating with co-workers, patients and/or staff to instruct or relay information.
Hearing: To receive information.
Lifting: Up to 10 pounds to put away/retrieve books, manuals, and trays.

Occasional

Pushing and Pulling: While stocking supplies, opening drawers, closing drawers and delivering specimens.
Lifting: Up to 50 pounds while handling supplies.
Climbing: While storing and retrieving supplies and ascending, descending stairs.
Feeling: Perceiving the nature of the veins by touching the skin with the fingertips.

Physical Demand Requirements

Exerts up to 50 pounds of force occasionally and 10-20 pounds frequently to store and retrieve supplies and manipulate testing equipment.

Visual Acuity Requirements

Works with computer terminals, instrumentation with small moving parts, reads labels and work lists, aliquots specimens, reads instructions, records data; needs to be able to distinguish between colors.

Intellectual and Emotional Requirements

- Ability to maintain both a high standard of courtesy and cooperation in dealing with co-workers, patients and visitors and satisfactory job performance within the stress of a hospital work environment.
- Adaptability to accepting responsibility for the direction, control, or planning of an activity.
- Adaptability to situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.
- Adaptability to influencing people in their opinions, attitudes, or judgments about ideas or things.
- Adaptability to making generalizations, evaluations or decisions based on sensory or judgmental criteria.
- Adaptability to making generalizations, evaluations or decisions based on measurable or verifiable criteria.
- Adaptability to dealing with people beyond giving and receiving instructions.
- Adaptability to performing under stress when confronted with emergency, critical, unusual, or dangerous situations, or situations in which working speed and sustained attention are make-or-break aspects of the job.
- Adaptability to situations requiring the precise attainment of set limits, tolerances, or standards.
- Adaptability to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure.

Tools/Equipment

- Automated analyzers
- Centrifuges
- Microscopes
- Pipetting devices
- Flow cytometers
- Laminar flow hoods
- Computers
- Telephones
- Phlebotomy equipment

Clinical Conditions

- Students are subject to chemical hazards.
- Students in the clinical setting have been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials, therefore, are included in the OSHA Exposure Control Plan with its specification for preventing contact with the above materials.
- Students are exposed to sharps.
- Students are subject to inside environmental conditions.

Graduation Requirements for the Certificate

1. Successfully complete all course work in both didactic and clinical portions of the major with a grade of "C" or higher (not "C-").
2. Satisfactorily complete the applicable College graduation requirements (see Academic Policies and Procedures).

The granting of the certificate is not contingent upon the student passing any type of external certification or licensure examination.

Graduates are Encouraged to Apply and to Sit for the National Certification Exam

The Medical Laboratory Scientist (MLS) exam is offered by the American Society for Clinical Pathology Board of Certification (ASCP-BOC).

MLS Certificate Curriculum

Required Courses for the Certificate		Credits
MLS 411	Clinical Immunology Didactic	1 credit
MLS 412	Clinical Immunohematology Didactic	2 credits
MLS 414	Urinalysis, Body Fluids, and Microscopy	1 credit
MLS 416	Clinical Chemistry Didactic	4 credits
MLS 418	Clinical Laboratory Management Didactic I	1 credit
MLS 432	Clinical Immunohematology and Immunology Clinical Rotation I	2 credits
MLS 433	Clinical Hematology, Urinalysis, Body Fluids and Microscopy Clinical Rotation I	2 credits
MLS 435	Clinical Microbiology Clinical Rotation I	2 credits
MLS 436	Clinical Chemistry Clinical Rotation I	2 credits
MLS 442	Clinical Microbiology Didactic I	4 credits
MLS 444	Clinical Hematology Didactic I	3 credits
MLS 448	Clinical Laboratory Management and Education Methods Didactic II	1 credit
MLS 462	Clinical Immunohematology and Immunology Clinical Rotation II	2 credits
MLS 463	Clinical Hematology, Urinalysis, Body Fluids and Microscopy Clinical Rotation II	2 credits
MLS 465	Clinical Microbiology Clinical Rotation II	2 credits
MLS 466	Clinical Chemistry Clinical Rotation II	2 credits
MLS 472	Clinical Microbiology Didactic II	2 credits
MLS 474	Clinical Hematology Didactic II	2 credits
MLS 478	Clinical Laboratory Management and Education Methods Didactic III	3 credits
MLS 485	Phlebotomy	1 credit
Total MLS Certificate Credits: 41		

Recommended Courses Sequence		
Semester I (Fall)		
MLS 411	Clinical Immunology Didactic	1 credit
MLS 412	Clinical Immunohematology Didactic	2 credits
MLS 416	Clinical Chemistry Didactic	4 credits

MLS 418	Clinical Laboratory Management Didactic I	1 credit
Three of the following:		
MLS 432	Clinical Immunohematology and Immunology Clinical Rotation I	2 credits
MLS 433	Clinical Hematology, Urinalysis, Body Fluids and Microscopy Clinical Rotation I	2 credits
MLS 435	Clinical Microbiology Clinical Rotation I	2 credits
MLS 436	Clinical Chemistry Clinical Rotation I	2 credits
Total Credit Hours: 14		
Semester II (Spring) Option I		
MLS 435 or MLS 436 (course not taken in Fall)		2 credits
MLS 442	Clinical Microbiology Didactic I	4 credits
MLS 444	Clinical Hematology Didactic I	3 credits
MLS 448	Clinical Laboratory Management and Education Methods Didactic II	1 credit
MLS 462 or MLS 465		2 credits
MLS 485	Phlebotomy	1 credit
Total Credit Hours: 13		
Semester II (Spring) Option II		
MLS 432 or MLS 433 (course not taken in Fall)		2 credits
MLS 442	Clinical Microbiology Didactic I	4 credits
MLS 444	Clinical Hematology Didactic I	3 credits
MLS 448	Clinical Laboratory Management and Education Methods Didactic III	2 credits
MLS 463 or MLS 465		2 credits
MLS 466	Clinical Chemistry Clinical Rotation II	2 credits
Total Credit Hours: 14		
Semester III (Summer) Option I		
MLS 414	Urinalysis, Body Fluids, and Microscopy	1 credit
MLS 463	Clinical Hematology, Urinalysis, Body Fluids and Microscopy Clinical Rotation II	2 credits
MLS 466	Clinical Chemistry Clinical Rotation II	2 credits
MLS 462 or MLS 465 (course not taken in Spring)		2 credits
MLS 472	Clinical Microbiology Didactic II	2 credits

MLS 474	Clinical Hematology Didactic II	2 credits
MLS 478	Clinical Laboratory Management and Education Methods Didactic III	3 credits
Total Credit Hours: 14		
Semester III (Summer) Option II		
MLS 414	Urinalysis, Body Fluids, and Microscopy	1 credit
MLS 462	Clinical Immunohematology and Immunology Clinical Rotation II	2 credits
MLS 463 or MLS 465 (course not taken in Spring)		2 credits
MLS 472	Clinical Microbiology Didactic II	2 credits
MLS 474	Clinical Hematology Didactic II	2 credits
MLS 478	Clinical Laboratory Management and Education Methods Didactic III	3 credits
MLS 485	Phlebotomy	1 credit
Total Credit Hours: 13		
Total MLS Certificate Credits: 41		

Associate of Science in Physical Therapist Assistant

Purpose

The Associate of Science in Physical Therapist Assistant (ASPTA) Program is dedicated to providing high-quality educational opportunities where students develop the knowledge, skills, and attitudes necessary for entry-level employment as physical therapist assistants.

Program Learning Outcomes

Upon completion of the Physical Therapist Assistant major, the graduate will be able to:

1. Demonstrate competence in psychomotor skills necessary to safely perform data collection procedures and physical therapy interventions under the supervision of a licensed physical therapist.
2. Effectively communicate verbally and nonverbally with patients/clients, families, supervising physical therapists, health care practitioners, and others.
3. Accurately document the patient/client encounter in a timely, legible, and concise manner.
4. Implement the established plan of care and make modifications within it as appropriate; consult with the physical therapist regarding changes in patient status.
5. Provide instruction to patients/clients, families, caregivers, peers, and others using techniques and materials, which match the characteristics of the individual group.
6. Collaborate with other members of the health care team to optimize patient outcomes.
7. Display behaviors which are within the recognized ethical and legal standards for the profession of physical therapy and consistent with the core values of Mercy.
8. Demonstrate a commitment to professional development through participation in self-assessment and lifelong learning activities.

Admission Requirements

To be considered for admission to the Physical Therapist Assistant major, applicants must be admitted to Mercy College (*See Admission section)* and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. First-time College Students:
   a. Earn a cumulative GPA of 2.7, and
   b. Minimum ACT composite score of 20 or higher.
2. Transfer Students:
   a. Earn a cumulative GPA of 2.7 or higher on a 4.0 scale at the last college attended (minimum of nine (9) credits), and
   b. Complete nine (9) college credit hours specific to the Mercy College ASPTA Curriculum, achieve a grade of “C” or higher (not “C-”) in each course.
3. Demonstrate completion of one year of high school or one semester of college-level coursework with a grade of at least a 2.0 (“C” not “C-”) on a 4.0 scale in each of these required courses: Algebra I, Biology, English, and Physics.
4. Provide documentation of a 40-hour observation in a physical therapy department(s) with a minimum of at least two levels of care (e.g. acute hospital, skilled nursing facility, school setting, and out-patient physical therapy clinic). Equivalent work experience in rehabilitation may be accepted to fulfill observation experiences required. Observation forms will be provided by the Program Chair. Documentation of observation must be received by the Program Chair prior to the applicant being scheduled for an interview.
5. Provide two letters of recommendation: one letter from an academic resource and one letter from a clinical resource (PT or PTA). Forms are provided. Letters must be received prior to the applicant being scheduled for an interview.
6. Achieve an interview score of 80% or higher with the Selection Committee. This interview is scheduled after all other documents have been received.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Application Deadlines

Applications for fall PTA admission must be received by the PTA program by June 30 for priority consideration. An interview is scheduled after observation hours and letters of recommendation are received. Following the interview, applicants receive program status notification within two weeks.

Semester	Application Priority Consideration	Transcript Deadline	Interview Deadline
Fall Semester	June 30	June 30	August 5

Articulation of Transfer Credit to Physical Therapist Assistant

Applicants meeting admissions criteria who have completed physical therapist assistant courses at another institution may apply for transfer credit. The courses considered for transfer must have been completed no more than two years prior to the semester in which the student enrolls in the physical therapist assistant sequence at Mercy College. Courses considered for transfer must be completed at an accredited institution that also has program accreditation. The following will be considered in the approval of transfer credit:

1. Similarity of course content.
2. Placement exams may be administered by the Program Chair to verify knowledge and clinical skills prior to accepting transfer credit.
3. Evaluation of clinical competency by Mercy College faculty.
4. Availability of space in the appropriate physical therapist assistant course.
5. Transfer credits applied must have a grade of "C" or higher (not "C-").

Clinical Standards

The following clinical standards are required of Mercy College Physical Therapist Assistant students. These abilities are based on the job requirements for Physical Therapist Assistant at Mercy Medical Center – Des Moines where clinical experiences may occur. Applicants must review the following clinical standards to determine their ability and compatibility with the physical requirements of a Physical Therapist Assistant.

Physical Activity Requirements

Constant

Balancing – Maintaining body equilibrium when walking, standing, or crouching while guarding patients and setting up equipment.
Reaching – Positioning equipment or patient during physical therapy interventions.
Standing and Walking – Most of the day while working with patients.
Talking – Giving patient instructions during exercise and gait training.
Hearing – Obtaining information from patient relative to response to interventions.
Repetitive Motions – As would occur during massage.

Frequent

Lifting – Patient transfers. Potentially in excess of 100 pounds.
Grasping – Manually assisting or resisting patient during exercise.
Feeling – Assessing muscle tone, palpating pulse, and assessing edema or inflammation.

Occasional

Climbing – Ascending and descending stairs, curbs, and ramps while guarding patients. Body agility is emphasized to prevent the patient from falling.

Stooping – Occurs when physical therapist assistant bends forward to adjust leg rests on wheelchairs and while assisting patients.
Kneeling – While assisting with mat to stretcher transfers and treating pediatric patients.
Crouching – To swing away wheelchair leg rests and assist patients with the movement of their legs.
Crawling – Primarily occurs during treatment of pediatric patient.
Pulling – Same as pushing.
Pushing – Assisting or resisting a patient during exercise; moving patient in wheelchair. Forces of 20-100 pounds.
Fingering – Use of computer terminal keyboard.

Physical Demand Requirements

Heavy clinical assignments – Exerting in excess of 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects. PTA's are required to assist in the transfer of patients who may weigh in excess of 300 pounds.

Visual Acuity Requirements

During clinical assignments, students are required to read the medical record, measure and record blood pressure and range of motion, and use computer terminal.

Intellectual/Emotional Requirements

Students must be able to:

- Accept responsibility for the direction, control, or planning of an activity (instructing patient in rationale for specific procedures and implementing physical therapy plan of care).
- Handle situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint (assessment of patients' ability to function safely in home environment).
- Influence people in their opinions, attitudes, or judgments about ideas or things (assisting patient in life-style adaptations made necessary by change in medical status).
- Make generalizations or decisions based on sensory or judgmental criteria (assessment of patient response to interventions).
- Communicate with people beyond giving and receiving instructions (discussion of patient progress and goals with health care team).
- Perform under stress when confronted with emergency, critical, unusual, or dangerous situations (patient becomes unresponsive during gait training sessions).
- Perform a variety of duties, often changing from one task to another of a different nature, without loss of efficiency or composure.

Tools/Equipment

- Mechanical and Electrical Therapy Equipment
- Lift Devices
- Whirlpools
- Phone/Fax/Pagers
- Isokinetic Equipment/Wheelchairs/Carts
- Personal Computer and Printer
- Topical Heat/Cold
- Computer
- Varied Ambulation Aids

Clinical Conditions

- Students are subject to frequent exposure to communicable diseases, toxic substances, ionizing radiation, medicinal preparations and other conditions common to a clinical environment.
- Students are subject to environmental conditions: Protection from weather conditions, but not necessarily from temperature changes (transit to patient's home for home visit, activities of daily living training outside).
- Students are subject to noise: There is sufficient noise to cause the worker to shout in order to be heard above the ambient noise level (e.g., whirlpool area, rehab gym).

- Students are subject to hazards: Includes a variety of physical conditions, such as proximity to moving mechanical parts, electrical current, and exposure to chemicals (wheelchairs, life mechanisms, chemicals used in whirlpool cleaning).
- Students in a clinical setting have been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials, therefore, are included in the OSHA Exposure Control Plan with its specifications for preventing contact with the above materials.

Graduation Requirements ASPTA Degree

Student must meet the following requirements to receive an Associate of Science Degree in Physical Therapist Assistant:

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours at the associate level.
3. Successfully complete all skill competency exams.
4. Successfully complete all clinical competencies.
5. Satisfactorily complete the College Graduation Requirements.

The Physical Therapist Assistant Program at Mercy College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

ASPTA Curriculum

Some courses listed below may fulfill general education requirements. Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite course associations.

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

Requirements Courses for the Major		**Credits**
BIO 180	Human Anatomy w/Lab	4 credits
BIO 185	Human Physiology w/Lab	4 credits
BIO 302	Pathophysiology	3 credits
ENG 101	English Composition I	3 credits
MED 101	Medical Terminology	1 credit
PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
PTA 101	Fundamentals of Physical Therapy (with lab)	3 credits
PTA 103	PTA Clinical I	1 credit
PTA 130	Kinesiology (with lab)	4 credits
PTA 135	Essential Skills in Physical Therapy I (with lab)	2 credits
PTA 160	Physical Therapy Modalities (with lab)	4 credits
PTA 162	Therapeutic Exercise (with lab)	4 credits
PTA 163	PTA Clinical II	2 credits
PTA 165	Essential Skills in Physical Therapy II (with lab)	2 credits
PTA 201	Physical Therapy Interventions for Musculoskeletal & Integumentary Conditions (lab)	3 credits
PTA 202	Physical Therapy Interventions for Neuromuscular & Cardiopulmonary Cond. (lab)	3 credits
PTA 204	Professional Issues	2 credits
PTA 230	Issues in Clinical Practice	1 credit
PTA 232	PTA Clinical III	5.5 credits
PTA 234	PTA Clinical IV	5.5 credits
PTA 235	PTA Seminar	1 credit
SPE 105	Small Group Communication	1 credit
Total Major Credits: 65		

Recommended Course Sequence		
Semester I (Fall)		
BIO 180	Human Anatomy w/Lab	4 credits
ENG 101	English Composition I	3 credits
	MAT Elective (College Algebra or higher level math, not statistics)	3 credits
MED 101	Medical Terminology	1 credit
PTA 101	Fundamentals of Physical Therapy (with lab)	3 credits
PTA 103	PTA Clinical I	1 credit
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 16		
Semester II (Spring)		
BIO 185	Human Physiology w/Lab	4 credits
ENG 102	English Composition II	3 credits
PSY 101	General Psychology	3 credits
PTA 130	Kinesiology (with lab)	4 credits
PTA 135	Essential Skills in Physical Therapy I (with lab)	2 credits
Total Credit Hours: 16		
Semester III (Summer)		
BIO 302	Pathophysiology	3 credits
PTA 160	Physical Therapy Modalities (with lab)	4 credits
PTA 162	Therapeutic Exercise (with lab)	4 credits
PTA 163	PTA Clinical II	2 credits
PTA 165	Essential Skills in Physical Therapy II (with lab)	2 credits
Total Credit Hours: 15		
Semester IV (Fall)		
	Humanities Elective (100 level or higher)	3 credits
PSY 202	Developmental Psychology	3 credits
PTA 201	Physical Therapy Interventions for Musculoskeletal & Integumentary Conditions (lab)	3 credits

PTA 202	Physical Therapy Interventions for Neuromuscular & Cardiopulmonary Cond. (lab)	3 credits
PTA 204	Professional Issues	2 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 17		
Semester V (Spring)		
PTA 230	Issues in Clinical Practice	1 credit
PTA 232	PTA Clinical III	5.5 credits
PTA 234	PTA Clinical IV	5.5 credits
PTA 235	PTA Seminar	1 credit
Total Credit Hours: 13		
Total ASPTA Degree Credits: 77		

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Science at Mercy College.

Associate of Science in Radiologic Technology

Purpose

The Radiologic Technology Program is dedicated to educating students in the art and science of medical imaging through an integrated program of liberal arts and sciences courses and hospital and clinic-based professional education. Guided by the mission of Mercy College, the philosophy of the School of Allied Health and in compliance with the Joint Review Committee on Education in Radiologic Technology the primary purpose is to facilitate the personal and professional development of students. Therefore, the program provides the knowledge, skills, and attitudes needed to care for the sick and injured, produce quality diagnostic images, protect self and others from unnecessary radiation exposure, and pursue life-long learning.

Goals

1. Educate students to be effective communicators.
   Student Learning Outcomes – students will be able to:
   - Effectively communicate through oral methods
   - Effectively communicate through written methods
2. Educate students to be effective critical thinkers and problem solvers.
   Student Learning Outcomes – students will be able to:
   - Provide appropriate care in response to emergency/trauma situations
   - Accurately evaluate radiographic images
3. Educate students to be technically skilled in order to provide quality patient care while protecting patients, self, and others from unnecessary ionizing radiation.
   Student Learning Outcomes – student will be able to:
   - Accurately manipulate radiographic equipment
   - Accurately position patients
   - Correctly set radiographic techniques
   - Correctly use radiation protection methods
   - Provide quality patient care
4. Encourage students in their professional development and pursuit of lifelong learning.
   Student Learning Outcomes – students will be able to:
   - Develop a Personal Philosophy on professionalism
   - Demonstrate professional behaviors in the clinical area
5. Meet the needs of the community.
   Student Learning Outcomes:
   - Students entering the major will complete the major
   - Graduates who take the ARRT National Board Examination within six months of graduation will pass on the first attempt
   - Graduates will be satisfied with the education in the major
   - Employers will hire graduates
   - Of those seeking employment in radiology, graduates will be employed within six months of graduation

Outcomes

Upon completion of the Radiologic Technology major, the graduate will demonstrate the following behaviors:

1. Demonstrate caring relationships through personal integration of the core values of Mercy.
2. Function within recognized ethical and legal standards.
3. Apply principles of critical thinking and problem-solving skills in the technical performance of medical imaging procedures based on knowledge of anatomy, physiology, patient positioning, and radiographic techniques.

4. Provide patient and public education in radiographic exam preparations, expectations, and post procedure care.
5. Utilize radiation protection techniques and devices to maintain radiation exposure “As Low As Reasonably Achievable (ALARA)” for the patient, self, and others.
6. Demonstrate competence and scholastic excellence to competently and accurately perform a full range of radiologic procedures on a patient.
7. Modify radiographic procedures to accommodate for changes in patient conditions, technical factors, types of equipment, contrast media utilized, and other variables.

The Radiologic Technology major at Mercy College provides students with the academic and clinical experience needed to become caring, ethical, and competent radiographers. Students acquire the knowledge, skills, and attitudes needed to safely utilize radiation to perform diagnostic radiographic examinations through the use of patient positioning procedures and state-of-the-art equipment.

Upon satisfactory completion of all graduation requirements for the ASRT Degree the student will be awarded the Associate of Science in Radiologic Technology Degree from Mercy College.

The graduate may apply to write the National Registry Examination given by the American Registry of Radiologic Technologists. In the state of Iowa, a Permit to Practice is required in order to perform radiographic procedures. Information concerning application for the Registry Examination and the Permit to Practice is provided prior to graduation.

The maximum number of hours spent in class and in clinical does not exceed 40 hours per week.

Admission Requirements

To be considered for admission to the Radiologic Technology major, applicants must be admitted to Mercy College (*See Admission section)* and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. First-time College Students:
   a. Earn a cumulative GPA of 2.7 from your high school transcripts, and
   b. Minimum ACT composite score of 20 or higher.
   c. Demonstrate completion of one year of high school with a grade of at least a 2.0 (“C” not “C-”) on a 4.0 scale in each of these required courses: Algebra I, Algebra II, and Biology.
2. Transfer Students:
   a. Earn a cumulative GPA of 2.7 or higher on a 4.0 scale at the last college attended (minimum of nine (9) credits), or
   b. Complete nine (9) college credit hours specific to the Mercy College ASRT Curriculum, achieve a grade of “C” or higher (not “C-”) in each course.
3. Applicants who have met the above requirements will be invited, via email, to attend a mandatory information session. Applicants will select one of the dates listed in the email and notify the program chair which session the applicant will be attend.

   a. This information session provides applicants an opportunity to learn about the program and have questions answered. At the information session, applicants will also have the opportunity to meet individually with program faculty. Applicants may bring guests to this information session.

   b. A short writing assignment will be required of each applicant.

   c. The applicant will need to attend an information session prior to February 28th. If applicants cannot attend the mandatory information session by this date, they should contact the program chair to discuss other options.

Application Deadlines

Applications for the RT major must be received by the RT program by January 1 for consideration. Admission to the College may be completed earlier, but no later than January 1. Prospective students have until February 28 to attend a mandatory information session or their major application may be rolled

forward to the next available academic term. Admission to the RT major will be announced after March 1st.

Semester	Application Deadline	Transcript Deadline	Information Session Deadline
Summer Semester	January 1	January 15	February 28

Admission into this major is on a competitive basis. Meeting the minimum criteria does not guarantee admission into this major. Admission into Mercy College also does not guarantee admission into this major. Applicants are selected for Radiologic Technology major according to a point system encompassing all the admission criteria. Early application is encouraged. After the enrollment class is full, students qualified for admission will be placed on an alternate list. Students from the alternate list will be added to the summer enrollment class on a space available basis. Students who are not admitted into the major may re-apply to the major for the following year. Students may find it helpful to complete liberal arts and sciences courses at Mercy College prior to admission to the major. All Radiologic Technology courses are taught in the daytime only.

Note – Eligibility for registration by the American Registry of Radiologic Technologists (ARRT) following graduation may be restricted if a person has been convicted of a felony or has an abuse record. Students with questions should contact the ARRT (651-687-0048) to inquire about eligibility prior to beginning classes in the RT major. Students should also contact the Admissions Department prior to admission if their eligibility is in question.

Fees and other costs required to make application for the ARRT examination and the Iowa Permit to Practice are the responsibility of the graduate. Information regarding these costs is provided to the student during the last semester of the major and upon request.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Articulation of Transfer Credit to Radiologic Technology

Applicants meeting admissions criteria who have completed radiologic technology courses at another institution may apply for transfer credit. The courses considered for transfer must have been completed no more than two years prior to the semester in which the student enrolls in the radiologic technology sequence at Mercy College. Courses considered for transfer must be completed at an accredited institution that also has program accreditation. The following will be considered in the approval of transfer credit:

1. Similarity of course content.
2. Placement exams will be administered by the Program Chair to verify knowledge and clinical skills prior to accepting transfer credit.
3. Evaluation of clinical competency by Mercy College faculty.
4. Availability of space in the appropriate radiologic technology course.
5. Transfer credits applied must have a grade of “C” or higher (not C-“).

Clinical Standards

The following clinical standards are required of Mercy College Radiologic Technology students. These abilities are based on the job requirements for Radiographers at Mercy Medical Center – Des Moines where most clinical experiences will occur. Applicants must review the following clinical standards to determine their ability and compatibility with the physical requirements of Radiologic Technology.

Physical Activity Requirements

Constant

Talking and Hearing – while exchanging information both in person and by phone.
Lifting, Kneeling, Bending, Standing, Pushing and Pulling – while delivering direct patient care or utilizing equipment.

Frequent

Sitting – while preparing educational activities, working on computer, etc.

Physical Demand Requirements

Heavy clinical assignment – Students may exert up to 100 pounds of force occasionally, and/or up to 40 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

Visual Acuity Requirements

During clinical assignments, students are required to prepare and read written documentation, use a computer and use peripheral vision.

Intellectual/Emotional Requirements

Students must be able to:

- Maintain a high standard of courtesy and cooperation in dealing with colleagues, patients, and visitors and satisfactory performance despite the stress of a hospital work environment.
- Adapt to perform a variety of duties, often changing from one task to another without loss of efficiency or composure.
- Perform in situations requiring set limits, standards and adherence to established guidelines.
- Perform under stress when confronted with emergency, critical, or unusual situations.
- Accept the responsibility for the direction, control, and planning of an activity.
- Influence people in their opinions, attitudes, or judgments about ideas or things.
- Make generalizations, evaluations or decisions based on measurable or verifiable criteria; i.e. patient assessment and equipment performance.

Tools/Equipment

Standard imaging equipment include, but not limited to, all types of computers, video systems, power equipment, and also the use of phone and written materials.

Clinical Conditions

- Students are subject to inside environmental conditions.
- Students are subject to noise from various types of imaging equipment.
- Students are subject to electrical, radiant energy, and processor chemistry hazards.
- Students in a clinical setting have been identified as having the likelihood of occupational exposure to blood or other potentially infectious materials and, therefore, are included in the OSHA Exposure Control Plan with its specifications to prevent contact with the above materials.

Graduation Requirements ASRT Degree

Student must meet the following requirements to receive an Associate of Science in Radiologic Technology Degree:

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours at the associate level.
3. Successfully complete all skill competency exams.
4. In order for the College to certify to a federal, state or local government agency or professional licensing organization that a student has completed the degree, the student must meet all graduation requirements, complete all financial aid entrance and exit counseling requirements and fully satisfy all financial obligations owed to the College.

5. Satisfactorily complete the College Graduation Requirements.

Policies

Radiation Safety

The Iowa Department of Public Health (IDPH) requires that an employee is considered a radiation worker if their dose exceeds 10% of the MPD (maximum permissible dose) of 5000 mrem/year. In accordance with state guidelines for maintaining radiation exposure "As Low As Reasonably Achievable (ALARA)", Mercy College, in collaboration with Mercy Medical Center, strives to assure student exposure during clinical rotations stays under 5000 mrem/year. The action levels established in Mercy Medical Center's ALARA program is 400 mrem/quarter which is below the state regulated limit of 1250 mrem/quarter. The Allied Health program chairs provide students with information about protecting themselves, patients, patient's families, and the health care team. Information is provided prior to assignments to clinical rotations. Students in Radiologic Technology, Nuclear Medicine Technology, Medical Assistant, and other Allied Health majors, if applicable, receive and are required to wear a radiation monitoring badge(s) at all times when at clinical rotations. The badge(s) is to be worn as instructed and will be provided by the College at no cost to the student.

- The Radiation Safety Officer (RSO) reviews radiation monitoring badge reports.
- Radiation monitoring badge reports are discussed at the quarterly Radiation Safety Committee (RSC) meeting. The Nuclear Medicine Technology, Medical Assisting, and Radiologic Technology Program Chairs are members of this committee.
- If a student's exposure exceeds 400 mrem in one calendar quarter, he/she receives a letter, is counseled, receives a second monitoring badge, and exposure is recorded by the RSO.
- Monthly radiation monitoring badge reports are posted for student review and maintained in the Program Chair or clinical coordinator's office.
- Coursework covers information on radiation monitoring devices and radiation protection in greater detail.

Pregnancy

A student who becomes pregnant during the course of study may advise the Program Chair of that fact in writing. Students reserve the right to withdraw a declaration of pregnancy at any time. Notification must also be in writing if the student wishes to withdraw her declaration of pregnancy.

Procedure: If a student declares a pregnancy in writing she will be counseled about revisions in her clinical schedule that may be needed to attain academic and clinical competencies for the major. The student's time in the major may need to be lengthened to ensure all competencies are attained prior to graduation.

The student has the option to continue in the major without modification

Upon written declaration of pregnancy, student will receive a second personal radiation monitor for fetal monitoring (at no cost). Forms to declare pregnancy can be obtained from the Program Chair's office. Notification must be in writing for student to be considered a "declared pregnant student".

In addition upon declaration of pregnancy, the Compliance Officer or designee will:

- Discuss radiation safety
- Provide regulatory guidelines
- Review past radiation exposure and the accumulation through gestation
- Calculate fetal dose when necessary or upon request

RAD 101 is a foundations class that the students have before going to clinical. In this class this policy is discussed in detail and the practice of ALARA is discussed. Also, each semester this is reviewed and discussed.

ASRT Curriculum

All students must complete the General Education Core requirements. General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

Some courses listed below may fulfill general education requirements.

Required Courses for the Major		**Credits**
*BIO 180	Human Anatomy w/Lab	4 credits
*BIO 185	Human Physiology w/Lab	4 credits
RAD 101	Foundations of Radiologic Imaging	2 credits
RAD 104	Principles of Radiologic Imaging	2 credits
RAD 110	Applied Radiography I	3 credits
RAD 111	Clinical Practicum I	2 credits
RAD 114	Principles of Radiologic Imaging II	2 credits
RAD 116	Imaging Systems	3 credits
RAD 120	Applied Radiography II	3 credits
RAD 121	Clinical Practicum II	2 credits
RAD 130	Applied Radiography III	2 credits
RAD 131	Clinical Practicum III	5 credits
RAD 202	Radiographic Pathology	3 credits
RAD 203	Advanced Patient Care	2 credits
RAD 205	Radiation Physics	3 credits
RAD 210	Applied Radiography IV	2 credits
RAD 211	Clinical Practicum IV	3 credits
RAD 215	Radiation Biology	3 credits
RAD 220	Applied Radiography V	3 credits
RAD 221	Clinical Practicum V	3 credits
Total Major Credits: 56		

*Can be taken ahead of time, in the recommended semester or later (if approved by their advisor).

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite course associations.

Recommended Course Sequence		
Semester I (Summer)		
MAT Elective (College Algebra or higher level of math, not statistics)		3 credits
RAD 101	Foundations of Radiologic Imaging	2 credits
RAD 104	Principles of Radiologic Imaging	2 credits
RAD 110	Applied Radiography I	3 credits
Total Credit Hours: 10		
Semester II (Fall)		
BIO 180	Human Anatomy w/Lab	4 credits
ENG 101	English Composition I	3 credits
RAD 111	Clinical Practicum I	2 credits
RAD 114	Principles of Radiologic Imaging II	2 credits
RAD 120	Applied Radiography II	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 17		
Semester III (Spring)		
BIO 185	Human Physiology w/Lab	4 credits
ENG 102	English Composition II	3 credits
RAD 116	Imaging Systems	3 credits
RAD 121	Clinical Practicum II	2 credits
RAD 130	Applied Radiography III	2 credits
Social Science Elective		3 credits
Total Credit Hours: 17		
Semester IV (Summer)		
RAD 131	Clinical Practicum III	5 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 6		
Semester V (Fall)		
RAD 202	Radiographic Pathology	3 credits

RAD 203	Advanced Patient Care	2 credits
RAD 205	Radiation Physics	3 credits
RAD 210	Applied Radiography IV	2 credits
RAD 211	Clinical Practicum IV	3 credits
Total Credit Hours: 13		
Semester VI (Spring)		
RAD 215	Radiation Biology	3 credits
RAD 220	Applied Radiography V	3 credits
RAD 221	Clinical Practicum V	3 credits
	Core Elective	3 credits
	Humanities Elective	3 credits
Total Credit Hours: 15		
Total ASRT Degree Credits: 78		

RAD classes have to be taken in the semester that is recommended. All RAD classes in each semester are co-requisites of each other.

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Science at Mercy College.

Surgical Technology

Purpose

The Surgical Technology Program at Mercy College offers a Certificate (ST) and/or an Associate of Science in Surgical Technology (ASST) Degree. The Surgical Technology Program faculty accepts the philosophy, mission, and objectives of Mercy College. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in cooperation with the Accreditation Review Committee on Education in Surgical Technology.

The graduate of the Surgical Technology Program at Mercy College utilizes the humanistic application of scientific principles concerning knowledge of anatomy, physiology, sterile technique, and external control forces to meet and protect the physiological and emotional needs of the patient. The education of the surgical technologist is a dynamic teaching-learning process that involves modification of cognitive, psychomotor, and attitudinal potentials of the student. Learning will be an active process contingent upon the student and facilitated by the instructor.

The surgical technologist, as part of the operating team, aids in providing safety, sterility, cleanliness, and efficiency necessary for patient care in the surgical setting. The surgical technologist organizes sterile instruments, supplies, and equipment for use at the operating room table and assists in the use of these materials during surgical procedures.

Surgical Technology Goal

To prepare competent entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), affective (behavior) learning domains, and to meet the needs of the health care industry by providing qualified, well-trained Surgical Technologist.

Surgical Technology Learning Outcomes

1. Communicate clearly with the entire surgical team regarding all aspects of each surgical procedure. (Affective, Cognitive)
2. Collaborate as a member of the surgical team. (Affective, Cognitive)
3. Demonstrate practical skills required to work as a competent surgical technologist in the pre-operative, intra-op, and post-op phases of surgical case management. (Psychomotor, Cognitive)
4. Recognize the surgical technologist's role in preventing infection through sterilization, disinfection, and the use of aseptic technique. (Cognitive, Psychomotor)

Upon completion of the Surgical Technology Associate Degree, the graduate will demonstrate the objectives of the certificate and, in addition, will:

1. Integrate information and knowledge for application to each patient situation.
2. Articulate personal values in relation to ethical standards.
3. Display leadership through service-oriented activities.
4. Combine knowledge from liberal arts and sciences and surgical science with critical thinking skills to problem solve when functioning as a surgical technologist.
5. Assume responsibility for continuing educational growth.

Surgical Technology Certificate

The Surgical Technology Certificate includes three semesters of classroom instruction, lab instruction in operating room techniques, and clinical experience in hospital and surgery centers. Clinical skills are enhanced as the student increases their knowledge and confidence under the guidance of a clinical instructor and preceptors in a surgical setting.

All graduates will sit for the National Board of Surgical Technologist and Surgical Assisting (NBSTSA) certification exam in the last semester of the Surgical Technology Certificate Associate of Science Degree in Surgical Technology

An Associate of Science Degree in Surgical Technology (ASST) may be earned by taking 72 credit hours specified in the ASST curriculum.

Admission Requirements for the Associate of Science and Certificate

To be considered for admission to the Surgical Technology Certificate or the ASST Degree, applicants must be admitted to Mercy College (*See Admission section)* and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. Demonstrate completion of one year of high school or one semester of college-level coursework with a grade of at least a 2.0 ("C" not "C-") on a 4.0 scale in each of these required courses: pre-Algebra and Biology.
2. Submit completed Surgical Technology Program application.
3. Interview with the Surgical Technology Selection Committee.

After Admission to a Major

The procedure for After Admission to a Major is located in the School of Allied Health section of the Catalog.

Articulation of Transfer Credit to Surgical Technology

Applicants meeting admissions criteria who have completed surgical technology courses at another institution may apply for transfer credit. The courses must have been completed at a CAAHEP accredited Surgical Technology Program no more than two years prior to the semester in which the student enrolls in the surgical technology sequence at Mercy College. The following will be considered in the approval of transfer credit:

1. Similarity of course content.
2. Placement exams will be administered by the Program Chair to verify knowledge and clinical skills prior to accepting transfer credit.
3. Evaluation of clinical competency by Mercy College faculty.
4. Availability of space in the appropriate surgical technology course.
5. Transfer credits applied must have a grade of "C" or higher (not "C-").

Clinical Standards

The surgical setting is a physically and psychologically stressful employment area. In considering surgical technology as a career, applicants should be aware of the following:

Physical Activity Requirements

Constant

Talking and hearing – to exchange information and ideas by means of spoken word both by phone and in person.
Standing – while functioning in the scrub role.
Walking – usually at average speed, but occasionally faster, when obtaining supplies, etc.

Frequent

Lifting – while moving patients, supplies, equipment, etc.
Kneeling – bending, stooping, crouching while performing perioperative duties (retrieving supplies, counting sponges, changing suction containers, etc.).
Grasping – while handling surgical instruments.
Fingering – working primarily with fingers including sutures, needles, etc.
Pushing and pulling – while moving patients, equipment.
Climbing – while using stairway between locker area and operating room and between Inventory Control and operating room.

Physical Demand Requirements

Heavy clinical assignments – Exerts up to 20 pounds very frequently while lifting instrument trays, may exert up to 100 pounds of force while lifting patients.

Visual Acuity Requirements

- Preparing and reading written documentation.
- Working with small sutures, needles, etc.
- Good hand-eye coordination.
- Peripheral vision.
- Ability to work with microscope.
- Subject to extremes in lighting.

Intellectual/Emotional Requirements

Students must be able to:

- Maintain a high standard of courtesy and cooperation in dealing with colleagues, patients, and visitors, and perform job function satisfactorily despite the stress of a hospital work environment.
- Adapt to performing a variety of duties, often changing from one task to another without loss of efficiency or composure.
- Perform in situations requiring set limits, standards, and strict adherence to established procedures and guidelines.
- Perform under stress when confronted with emergency, critical, or unusual situations.

Tools/Equipment

Standard operating room equipment including, but not limited to, all types of surgical instrumentation, cautery, lasers, microscopes, video systems, and power equipment. Use of phone, computer terminal and written material may be required.

Clinical Conditions

- Students are subject to temperature changes from hot (75degrees) to cold (65 degrees) depending on patient conditions.
- Students are subject to noise from various types of surgical equipment.
- Students are subject to vibration – from drills, saws, etc.
- Students are subject to hazards from electrical equipment, mechanical parts, lasers, etc.
- Students are subject to gases and fumes (example: bone cement).
- Students in the clinical setting have been identified as having the likelihood of occupational exposure to blood or other potentially infectious material and, therefore, are included in the OSHA Exposure Control Plan with all its specifications for preventing contact with the above materials.

Graduation Requirements ST Certificate

Students must meet the following requirements to receive a Surgical Technology Certificate:

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours.
3. Successfully complete all skill exams.
4. Satisfactorily complete the College Graduation Requirements.

Graduation Requirements ASST Degree

Students must meet the following requirements to receive an Associate of Science in Surgical Technology Degree.

1. Successfully complete all liberal arts and sciences and professional education courses in the curriculum plan with a grade of “C” or higher (not “C-”).
2. Complete the College residency requirement of 15 credit hours at the associate level.
3. Successfully complete all skill exams.
4. Satisfactorily complete the College Graduation Requirements.

Surgical Technology Certificate Curriculum

Some courses listed below may fulfill general education requirements. Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite course associations.

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

Required Courses for the Major		
BIO 180	Human Anatomy w/Lab	4 credits
BIO 130	Principles of Microbiology w/Lab	4 credits
PHI 110	Critical Thinking in a Diverse World	3 credits
SUR 101	Introduction to Surgical Technology	4 credits
SUR 109	Principles and Practices of Surgical Technology w/Lab	7 credits
SUR 131	Surgical Techniques and Procedures	6 credits
SUR 132	Clinical I	6 credits
SUR 140	Pharmacology for the Surgical Technologist	2 credits
SUR 162	Clinical II	6 credits
SUR 163	Professionalism for the Surgical Technologist*	2 credits
Total Major Credits: 44		
*Servant Leadership Workshop embedded in ST course		

Recommended Course Sequence		
Semester I (Fall)		
BIO 180	Human Anatomy w/Lab	4 credits
SUR 101	Introduction to Surgical Technology	4 credits
SUR 109	Principles and Practices of Surgical Technology w/Lab	7 credits
Total Credit Hours: 15		
Semester II (Spring)		
SUR 131	Surgical Techniques and Procedures	6 credits
SUR 132	Clinical I	6 credits
BIO 130	Principles of Microbiology w/Lab	4 credits
Total Credit Hours: 16		

Semester III (Summer)		
SUR 140	Pharmacology for the Surgical Technologist	4 credits
PHI 110	Critical Thinking in a Diverse World	3 credits
SUR 162	Clinical II	6 credits
SUR 163	Professionalism for the Surgical Technologist*	2 credits
Total Credit Hours: 13		
Total ST Certificate Credits: 44		

ASST Curriculum

Some Courses listed below may fulfill general education requirements. General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

*Check course descriptions for appropriate prerequisite and co-requisite course associations.

Major Program Requirements		
	Math Elective (100 level or higher)	3 credits
	Humanities Elective (100 level or higher)	3 credits
BIO 180	Human Anatomy w/Lab	4 credits
BIO 130	Principles of Microbiology w/Lab	4 credits
BIO 185	Human Physiology w/Lab	4 credits
BIO 302	Pathophysiology	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
PHI 110	Critical Thinking in a Diverse World	3 credits
PSY 101	General Psychology	3 credits
SPE 105	Small Group Communications	1 credit
SUR 101	Introduction to Surgical Technology	4 credits
SUR 109	Principles and Practices of Surgical Technology w/Lab	7 credits
SUR 131	Surgical Techniques and Procedures	6 credits
SUR 132	Clinical I	6 credits
SUR 140	Pharmacology for the Surgical Technologist	2 credits
SUR 162	Clinical II	6 credits

SUR 163	Professionalism for the Surgical Technologist*	2 credits
SUR 201	Perioperative Professional Issues	2 credits
SVL 285	Servant Leadership	3 credits
Total ASST Degree Credits: 72		

*Check course descriptions for appropriate prerequisite and co-requisite courses.

Students may complete the Surgical Technology Associate curriculum prior to or following completion of the other required coursework, and in any sequence (with the exception of SUR 201, summer only).

Students in this associate degree may pursue the Bachelor of Science in Health Care Administration or Bachelor of Science in Health Science at Mercy College.

School of Liberal Arts and Sciences

Purpose

The purpose of liberal arts and sciences at Mercy College is to enhance a student's knowledge, skills, and attitudes, thereby contributing to each student's development as a person and each student's ability to participate meaningfully in society. The School of Liberal Arts and Sciences Curriculum is designed to facilitate this within each candidate for the associate and baccalaureate degrees. To this end, the liberal arts and science curriculum is designed to establish a liberal arts and science foundation that facilitates personal development by enhancing the student's ability to contribute to the achievement of the institutional and core curriculum outcomes.

Bachelor of Science in Health Care Administration

Purpose

The Bachelor of Science in Health Care Administration (BSHCA) degree is based on the core values of Mercy and guided by the mission, goals, and objectives of Mercy College.

Faculty members of the Health Care Administration major believe that success in today's highly technological and rapidly changing world of health care administration requires leaders who have a strong theoretical foundation in the principles of management, technology, legal and ethical issues, finance, economics, and human relations. The curriculum is designed to reinforce critical and creative thinking skills that are needed to plan, finance, coordinate, and evaluate health services. Graduates should develop the leadership skills necessary to balance the competing health care values of reasonable cost, high quality, and access.

In addition to preparing decisive, knowledgeable, flexible, and effective administrators, faculty members believe in preparing leaders who are caring, ethically and legally responsible, and intuitively responsive to the needs of those who are served. A leader is one whose actions, decisions, and speech include the qualities of integrity, creativity, and compassion within the health care organization and in the larger community served by the health care organization.

Program Learning Outcomes

1. Apply the knowledge required to be a leader in today's complex health care administration environment. (Knowledge Acquisition, Construction, and Application)
2. Exhibit critical thinking skills when determining possible solutions a health care administrator uses to resolve health care issues. (Knowledge Acquisition, Construction, and Application)
3. Explain importance of life-long learning in relation to being a leader/administrator in today's complex health care environment. (Knowledge Acquisition, Construction, and Application)
4. Identify the challenges of health care leadership/administration within a legal and ethical framework. (Knowledge Acquisition, Construction, and Application)
5. Use a variety of appropriate communication skills to collaborate with others to achieve common goals as leaders/administrators in health care organizations. (Communication)
6. With a servant's heart, exhibit personal and social accountability as a means to address community, national, and global needs as a leader/administrator in today's complex health care environment. (Servant Leadership)
7. Utilize research and statistical data for problem solving and decision making leading to continuous improvement in the leadership/administration of health care organizations. (Evidence-Based Continuous Improvement)
8. Articulate innovative strategies by which administrators lead a health care organization with consideration for cost, quality, and access. (Evidence-Based Continuous Improvement)

Admission Requirements

To be considered for the BSHCA degree, students must be admitted to Mercy College *(See College Admissions section)* and meet the criteria listed below. Admission to the College does not guarantee

admission to a major.

1. First time college students:
    a. Earn a cumulative GPA of 2.5 or higher on a 4.0 scale.
2. Transfer students:
    a. Complete nine (9) college credit hours applicable to the Mercy College general education core or major specific curriculum with a minimum GPA of 2.5 on a scale of 4.0.
3. Interview with the Chair of Health Care Administration.

If a student does not meet admission requirements, but does meet College admission requirements, the student is considered a pre-Health Care Administration student. After completion of at least 9 credits with a minimum cumulative GPA of 2.5, the student can be considered for admission.

After Admission to the Major

Participation in HCA420 – Practicum I and HCA421 – Practicum II courses may require you to provide the following information to a preceptor/facility. If you have any concerns regarding providing this information, please let the program chair know by the end of the first semester in the major.

- National Certified Background Check
- Proof of immunizations including current TB
- Health Insurance Portability and Accountability Act (HIPAA) Agreement Form
- Proof of a flu shot, if required by practicum site.

Graduation Requirements BSHCA Degree

Student must meet the following requirements to receive a Bachelor of Science in Health Care Administration Degree:

1. Earn a grade of “C” or higher (not “C-”) in all required courses.
2. Complete the Health Care Administration portfolio.
3. Successfully complete all practicum requirements.
4. Complete all coursework within six years following admission into the major.
5. Complete 30 credit hours in residence at Mercy College, of which 15 credit hours of 300 and/or 400 level HCA courses must be taken.
6. Satisfactorily complete the College Graduation Requirements

BSHCA Curriculum – Online

Some courses listed below may fulfill general education requirements. General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

General Core Curriculum: 41 credits		
Some major courses listed below may fulfill general education requirements.		
Required Course for the Major Requirements		
HCA 301	Health Care Delivery in the United States – A Consumer Perspective	3 credits
HCA 303	Health Care Economics	3 credits
HCA 304	Human Resources Management in Health Care	3 credits
HCA 305	Principles of Management in Health Care	3 credits
HCA 320	Marketing Strategies in Health Care	3 credits
HCA 324	Information Resources in Health Care	3 credits
HCA 404	Legal/Ethical Aspects of Health Care	3 credits
HCA 405	Leadership Strategies in Health Care	3 credits
HCA 415	Health Care Financial Management	3 credits
HCA 420	Practicum I	3 credits
HCA 421	Practicum II	3 credits
PHI 301	Critical Thinking (course is scheduled in last semester of major) (also meets Gen Core requirement)	3 credits
STA 330	Biostatistics (also meets Ged Core requirement)	3 credits
STA 420	Research Methodologies	3 credits
Choose 2 of the following 5 courses:		
HCA 412	Long Term Care: Organization and Administration	3 credits
HCA 413	Hospitals: Organization and Administration	3 credits
HCA 414	Ambulatory Care Services: Organization and Administration	3 credits
HCA 416	Data Interpretation and Project Management	3 credits
HCA 417	Self-Awareness and the Effective Leader	3 credits
Total Major Credits: 48		
	Electives	39 credits
Total BSHCA Degree Credits: 122		

Course sequence: Students meet with the Chair of BSHCA to develop a curriculum plan for completing the degree.

BSHCA Minor

Health Care Administration Minor Coursework: must take HCA 301 and then 15 additional credits		
HCA 301	Health Care Delivery in the United States – A Consumer Perspective	3 credits
Select 15 credits from the following courses:		
HCA 303	Health Care Economics	3 credits
HCA 304	Human Resources Management	3 credits
HCA 305	Principles of Management	3 credits
HCA 320	Marketing Strategies	3 credits
HCA 324	Information Resources in Health Care	3 credits
HCA 404	Legal/Ethical Aspects of Health Care	3 credits
HCA 405	Leadership Strategies in Health Care	3 credits
HCA 415	Health Care Financial Management	3 credits
HCA 420	Practicum I	3 credits
HCA 412	Long Term Care: Organization and Administration	3 credits
HCA 413	Hospitals: Organization and Administration	3 credits
HCA 414	Ambulatory Care Services: Organization and Administration	3 credits
HCA 416	Data Interpretation and Project Management	3 credits
HCA 417	Self-Awareness and the Effective Leader	3 credits
Total Credit Hours: 18		

Bachelor of Science in Health Science

Purpose

The Bachelor of Science in Health Science (BSHS) major will prepare students for graduate education (M.S., Ph.D.) and provide a preparatory program for careers, including but not limited to: physician's assistant (P.A.), medicine (M.D., D.O.), dentistry (D.M.D., D.D.S), veterinary medicine (D.V.M), physical therapy (P.T.), optometry, podiatric medicine, clinical laboratory science, industrial research and design, and pharmacology.

Program Learning Outcomes

Graduates of the Bachelor of Sciences in Health Science degree will demonstrate command of the following learning outcomes as evidenced by their participation in class, completion of class assignments, presentations, and projects. Graduates will effectively:

1. Communicate verbally and non-verbally. (Communication)
2. Demonstrate knowledge of the health sciences. (Knowledge Acquisition, Construction, and Application)
3. Apply mathematical principles in the biological and physical sciences. (Knowledge Acquisition, Construction, and Application)
4. Analyze strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. (Evidence-Based Continuous Improvement)
5. Display behaviors consistent with Mercy's core values as servant leaders. (Servant Leadership)
6. Examine diverse populations. (Knowledge, Acquisition, Construction, and Application)

Tracks to the Bachelor of Science in Health Science

Track One

Track One is designed for students seeking to complete a rigorous bachelor's degree in the health sciences (125 credits) with the anticipation of working towards admission to a graduate health science program for further study.

Track Two

Track Two is designed for students who already hold an associate or bachelor's degree and wish to enhance their career by expanding their academic preparation or are currently enrolled in another academic major at Mercy College and wish to begin coursework towards this bachelor's degree at the same time (dual enrollment in both majors). A total of 108 credits will be earned under the Track Two curriculum plan with 17 credits awarded for the accepted associate degree when completed. Should completion of the first academic major at Mercy College not be possible, the student would have the option to complete all requirements within the Track One curriculum plan at the time of transition.

Track Three

Track Three is intended for students who are eager to prepare for further graduate education and wish to obtain the Clinical Laboratory Science (MLS) certificate *(See the MLS certificate section).* One hundred (100) credits will be earned under the Track Three curriculum plan and an additional 25 credits will be awarded for the MLS certificate when the certificate is completed in the final year of the major. Acceptance into Track Three does not guarantee acceptance in the Mercy College MLS certificate. Students will follow the admissions procedures described in the Mercy College MLS certificate section. Students who are accepted into the Mercy College MLS certificate, and successfully complete the year-long curriculum, will graduate with both a BSHS degree with a certificate in MLS. Students who are not accepted or do not complete the MLS certificate have the option to complete all requirements within the Track One curriculum plan at the time of transition.

Track Four

Track Four is intended for students who wish to obtain the Bachelor of Science in Nursing through an accelerated curriculum and have a strong health science background. This track prepares students for a variety of graduate school health science options. Ninety-five credits will be earned under the Track Four

curriculum plan and an additional 30 credits will be awarded for the BSN curriculum when the BSN is completed the final year of the major. Acceptance into Track Four does not guarantee acceptance in the Mercy College Accelerated BSN program. Students will follow the admissions procedures described in the Mercy College Accelerated BSN section. Students who are accepted into the Mercy College Accelerated BSN, and successfully complete the year-long curriculum, will graduate with both a BSHS and BSN degree. Students who are not accepted or do not complete the Accelerated BSN Program have the option to complete all requirements within the Track One curriculum plan at the time of transition.

Admission Requirements

To be considered for admission to the Bachelor of Science in Health Science major, applicants must be admitted to Mercy College (*See College Admissions section)* and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. First time college students:
    - Earn a cumulative GPA of 2.5 or higher on a 4.0 scale.
2. Transfer students:
    - Complete nine (9) college credit hours applicable to the Mercy College general education core or major specific curriculum with a minimum GPA of 2.5 on a scale of 4.0.
3. Interview with the Chair of Health Sciences

If a student does not meet admission requirements, but does meet College admission requirements, the student is considered a pre-Health Science student. After completion of at least 9 credits with a minimum cumulative GPA of 2.5, the student can be considered for admission.

After Admission to the Major

Participation in BHS 300 – Practicum I and BHS 400 – Practicum II courses may require you to provide the following information to a preceptor/facility. If you have any concerns regarding providing this information, please let the program chair know by the end of the first semester in the major.

- National Certified Background Check
- Proof of immunizations including current TB
- Health Insurance Portability and Accountability Act (HIPAA) Agreement Form
- Proof of a flu shot, if required by practicum site.

Graduation Requirements BSHS Degree

Students must meet the following requirements to receive a Bachelor of Science in Health Science Degree:

1. Completion of all required courses with a “C” or higher in all courses (not a “C-”).
2. Complete 30 credit hours at Mercy College, of which 15 credit hours of 300 and/or 400 level coursework must be taken.
3. Successfully complete all practicum requirements.
4. Completion of coursework and graduation requirements within six years following admission into the major.
5. Satisfactorily complete the College Graduation Requirements.

BSHS Curriculum – Track One

Track One is designed for students wanting to complete a bachelor's degree in the health sciences.

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Natural Sciences Coursework		
BIO 101	General Biology I (w/Lab)	4 credits
BIO 102	General Biology II (w/Lab)	4 credits
BIO 180	Human Anatomy (w/Lab)	4 credits
BIO 185	Human Physiology (w/Lab)	4 credits
BIO 203	Microbiology (w/Lab)	4 credits
BIO 302	Pathophysiology	3 credits
BIO 320	Genetics (w/Lab)	4 credits
BIO 360	Immunology	3 credits
BIO 410	Advanced Anatomy (w/Lab)	4 credits
BIO 450	Histology and Embryology (w/Lab)	4 credits
CHE 101	General Chemistry I (w/Lab)	4 credits
CHE 102	General Chemistry II (w/Lab)	4 credits
CHE 320	Organic Chemistry	4 credits
CHE 420	Biochemistry (w/Lab)	4 credits
PHA 202	Pharmacology	3 credits
PHY 101	Physics I (w/Lab)	4 credits
PHY 102	Physics II (w/Lab)	4 credits
Total Credit Hours: 65		
Communication Coursework		
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
SPE 105	Small Group Communications	1 credit
Total Credit Hours: 7		

Humanities Coursework		
	Humanities Elective	3 credits
PHI 301	Critical Thinking (must be taken last semester)	3 credits
Total Credit Hours: 6		
Cultural Appreciation and Diversity Coursework		
	Cultural Appreciation and Diversity Elective	3 credits
Total Credit Hours: 3		
Servant Leadership Coursework		
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 3		
Social Sciences Coursework		
PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
PSY 303	Abnormal Psychology	3 credits
SOC 102	Sociology	3 credits
	Social Sciences Elective (300/400 Level)	3 credits
Total Credits: 15		
Mathematical Sciences Coursework		
MAT 120	College Algebra or higher level of Math (such as calculus, but not a statistics course)	3 credits
STA 330	Biostatistics (300 level or higher statistics course)	3 credits
Total Credit Hours: 6		
Health Sciences Coursework		
BHS 300	Practicum I	2 credits
MED 101	Medical Terminology	1 credit
Total Credit Hours: 3		
Health Sciences Track One Coursework		
BIO 460	Cell and Molecular Biology	3 credits
BHS 400	Practicum II	2 credits
BHS 465	Health Assessment	3 credits

NTR 205	Nutrition	3 credits
STA 420	Research Methodologies	3 credits
STA 470	Advanced Research	3 credits
Total Credit Hours: 17		
Total BSHS Degree Credits: 125		

BSHS Curriculum – Track Two

Track Two is designed for candidates who already hold an associate or bachelor's degree and wish to enhance their career by expanding their academic preparation or are currently enrolled in another academic major at Mercy College.

Degree Requirement Coursework

Associate or Bachelor's degree (17 credits)

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Natural Sciences Coursework		
BIO 101	General Biology I (w/Lab)	4 credits
BIO 102	General Biology II (w/Lab)	4 credits
BIO 180	Human Anatomy (w/Lab)	4 credits
BIO 185	Human Physiology (w/Lab)	4 credits
BIO 203	Microbiology (w/Lab)	4 credits
BIO 302	Pathophysiology	3 credits
BIO 320	Genetics (w/Lab)	4 credits
BIO 360	Immunology	3 credits
BIO 410	Advanced Anatomy (w/Lab)	4 credits
BIO 450	Histology and Embryology (w/Lab)	4 credits
CHE 101	General Chemistry I (w/Lab)	4 credits
CHE 102	General Chemistry II (w/Lab)	4 credits
CHE 320	Organic Chemistry	4 credits
CHE 420	Biochemistry (w/Lab)	4 credits
PHA 202	Pharmacology	3 credits
PHY 101	Physics I (w/Lab)	4 credits
PHY 102	Physics II (w/Lab)	4 credits
Total Credits: 65		
Communication Coursework		
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits

SPE 105	Small Group Communications	1 credit
Total Credit Hours: 7		
Humanities Coursework		
	Humanities Elective	3 credits
PHI 301	Critical Thinking (must be taken last semester)	3 credits
Total Credit Hours: 6		
Cultural Appreciation and Diversity Coursework		
	Cultural Appreciation and Diversity Elective	3 credits
Total Credit Hours: 3		
Servant Leadership Coursework		
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 3		
Social Sciences Coursework		
PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
PSY 303	Abnormal Psychology	3 credits
SOC 102	Sociology	3 credits
	Social Sciences Elective (300/400 Level)	3 credits
Total Credit Hours: 15		
Mathematical Sciences Coursework		
MAT 120	College Algebra or higher level of Math (such as calculus, but not a statistics course)	3 credits
STA 330	Biostatistics (300 level or higher statistics course)	3 credits
Total Credit Hours: 6		
Health Sciences Coursework		
BHS 300	Practicum I	2 credits
MED 101	Medical Terminology	1 credit
Total Credit Hours: 3		
Total BSHS Degree Credits: 125		

BSHS Curriculum – Track Three

Track Three is designed for students who wish to obtain the BSHS degree with an emphasis in Medical Laboratory Science.

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Natural Sciences Coursework		
BIO 101	General Biology I (w/Lab)	4 credits
BIO 102	General Biology II (w/Lab)	4 credits
BIO 180	Human Anatomy (w/Lab)	4 credits
BIO 185	Human Physiology (w/Lab)	4 credits
BIO 203	Microbiology (w/Lab)	4 credits
BIO 302	Pathophysiology	3 credits
BIO 320	Genetics (w/Lab)	4 credits
BIO 360	Immunology	3 credits
BIO 400	Pathogenic Microbiology (w/Lab)	3 credits
BIO 460	Cell and Molecular Biology	3 credits
CHE 101	General Chemistry I (w/Lab)	4 credits
CHE 102	General Chemistry II (w/Lab)	4 credits
CHE 320	Organic Chemistry (w/Lab)	4 credits
CHE 420	Biochemistry (w/Lab)	4 credits
PHY 101	Physics I (w/Lab)	4 credits
PHY 102	Physics II (w/Lab)	4 credits
Total Credits: 60		
Communication Coursework		
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
SPE 105	Small Group Communications	1 credit
Total Credit Hours: 7		

Humanities Coursework		
	Humanities Elective	3 credits
PHI 301	Critical Thinking (must be taken last semester)	3 credits
Total Credits: 6		
Cultural Appreciation and Diversity Coursework		
	Cultural Appreciation and Diversity Elective	3 credits
Total Credit Hours: 3		
Servant Leadership Coursework		
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 3		
Social Sciences Coursework		
PSY 101	General Psychology	3 credits
SOC 102	Sociology	3 credits
Total Credit Hours: 6		
Mathematical Sciences Coursework		
MAT 120	College Algebra or higher level of Math (such as calculus, but not a statistics course)	3 credits
STA 330	Biostatistics (300 level or higher statistics course)	3 credits
STA 420	Research Methodologies	3 credits
Total Credit Hours: 9		
Health Sciences Coursework		
BHS 300	Practicum I	2 credits
MED 101	Medical Terminology	1 credit
Total Credit Hours: 3		
Management Coursework (one of the following)		
HCA 301	Health Care Delivery in the United States	3 credits
HCA 413	Hospital: Organization and Administration	3 credits
Total Credit Hours: 3		
Medical Laboratory Science Requirement Coursework		
	MLS Certificate	25 credits
Total BSHS Degree Credits: 125		

BSHS Curriculum – Track Four

Track Four is designed for students who wish to obtain the BSHS degree with the last year being the Accelerated BSN program

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Natural Sciences Coursework		
BIO 101	General Biology I (w/Lab)	4 credits
BIO 102	General Biology II (w/Lab)	4 credits
BIO 180	Human Anatomy (w/Lab)	4 credits
BIO 185	Human Physiology (w/Lab)	4 credits
BIO 203	Microbiology (w/Lab)	4 credits
BIO 302	Pathophysiology	3 credits
BIO 320	Genetics (w/Lab)	4 credits
CHE 101	General Chemistry I (w/Lab)	4 credits
CHE 102	General Chemistry II (w/Lab)	4 credits
CHE 320	Organic Chemistry (w/Lab)	4 credits
CHE 420	Biochemistry (w/Lab)	4 credits
NTR 205	Nutrition	3 credits
PHA 202	Pharmacology	3 credits
PHY 101	Physics I (w/Lab)	4 credits
PHY 102	Physics II (w/Lab)	4 credits
Total Credits: 57		
Communication Coursework		
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
SPE 105	Small Group Communications	1 credit
Total Credit Hours: 7		

Humanities Coursework		
	Humanities Elective	3 credits
PHI 301	Critical Thinking (must be taken last semester)	3 credits
Total Credits: 6		
Cultural Appreciation and Diversity Coursework		
	Cultural Appreciation and Diversity Elective	3 credits
Total Credit Hours: 3		
Servant Leadership Coursework		
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 3		
Social Sciences Coursework		
PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
SOC 102	Sociology	3 credits
Total Credit Hours: 9		
Mathematical Sciences Coursework		
MAT 120	College Algebra or higher level of Math (such as calculus, but not a statistics course)	3 credits
STA 330	Biostatistics (300 level or higher statistics course)	3 credits
STA 420	Research Methodologies	3 credits
Total Credit Hours: 9		
Health Sciences Coursework		
MED 101	Medical Terminology	1 credit
Total Credit Hours: 1		
Accelerated BSN Coursework		
Accelerated BSN courses		30 credits
Total BSHS Degree Credits: 125		

Bachelor of Science in Public Health

Purpose

The Bachelor of Science degree in Public Health (BSPH) is designed to educate undergraduates interested in public health and/or health profession training in the broad basic concepts in public health education, practice, and research. The primary focus of public health education is to improve health and quality of life through population-based prevention and treatment of disease.

Program Learning Outcomes

1. Analyze how cultural, social, behavioral, and environmental factors impact population health.
2. Analyze the impact that current state and federal regulations have on public health practice.
3. Evaluate patterns of morbidity and mortality in population data through epidemiological methods.
4. Design comprehensive public health change interventions and programs.
5. Interpret the effectiveness of public health programs and services through the review of evidence-based literature/research studies.
6. Relate how the core disciplines of public health impact the current health status of specific populations.

Admission Requirements

To be considered for admission to the Bachelor of Science in Public Health major applicants must be admitted to Mercy College (*See College Admissions section)* and meet the criteria listed below. Admission to the College does not guarantee admission to a major.

1. First time college students:
    - Earn a cumulative GPA of 2.5 or higher on a 4.0 scale.
2. Transfer students:
    - Complete nine (9) college credit hours applicable to the Mercy College general education core or major specific curriculum with a minimum GPA of 2.5 on a scale of 4.0.
3. Interview with the Chair of Health Care Administration

If a student does not meet admission requirements, but does meet College admission requirements, the student is considered a pre-Public Health student. After completion of at least 9 credits with a minimum cumulative
GPA of 2.5, the student can be considered for admission.

After Admission to the Major

Participation in PBH 460 Practicum course may require you to provide the following information to a preceptor/facility. If you have any concerns regarding providing this information, please let the program chair know by the end of the first semester in the program.

- National Certified Background Check
- Proof of immunizations including current TB
- Health Insurance Portability and Accountability Act (HIPAA) Agreement Form
- Proof of a flu vaccination, if required by practicum site.

Graduation Requirements BSPH Degree

Students must meet the following requirements to receive a Bachelor of Science degree in Public Health.

1. Completion of all required courses with a “C” or higher in all courses (not a “C-”).
2. Complete 30 credit hours at Mercy College; of which, 15 credits must be at the 300/400 level
3. Complete all course work within six years of admission into the program
4. Successfully complete all practicum requirements.
5. Satisfactorily complete the College Graduation Requirements

Public Health Minor (see LAS Minor Section)

BSPH Curriculum

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Natural Sciences Coursework		
BIO 101	Biology I (w/Lab)	4 credits
BIO 180	Human Anatomy (w/Lab)	4 credits
BIO 185	Human Physiology (w/Lab)	4 credits
BIO 203	Microbiology (with Lab)	4 credits
BIO 360	Immunology	3 credits
NTR 205	Nutrition	3 credits
Total Credit Hours: 22		
Communication Coursework		
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
SPE 105	Small Group Communications	1 credit
Total Credit Hours: 7		
Humanities Coursework		
	Humanities Elective	3 credits
PHI 320	Bioethics	3 credits
Total Credit Hours: 6		
Cultural Appreciation and Diversity Coursework		
	Cultural Appreciation and Diversity Elective	3 credits
Total Credit Hours: 3		
Servant Leadership Coursework		
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 3		
Social Sciences Coursework		
PSY 101	General Psychology	3 credits

SOC 102	Sociology	3 credits
SOC 415	Social Justice Approach to Social Issues (3 cr)	3 credits
Total Credits: 9		
Mathematical Sciences Coursework		
	Math 100 level or higher (including statistics)	3 credits
STA 330	Biostatistics (300 level or higher statistics course)	3 credits
STA 420	Research Methodologies	3 credits
Total Credit Hours: 9		
Elective Coursework		
	Electives	26 credits
Total Credit Hours: 26		
Public Health Major Coursework		
PBH 180	Intro to Public Health	3 credits
PBH 260	Environmental Health	3 credits
HCA 301	Healthcare Delivery in the United States	3 credits
HCA 303	Healthcare Economics	3 credits
PBH 315	Global Health Issues	3 credits
BHS 465	Health Assessment	3 credits
PBH 415	Public Health Advocacy	3 credits
EPI 340	Epidemiology	3 credits
PBH 425	Program Planning in Health Promotion	3 credits
PBH 440	Grant Writing	3 credits
BHS 450	Professional Preparation in Health Sciences	2 credits
PBH 460	Practicum	2 credits
PBH 495	Capstone	1 credits
Total Credit Hours: 35		
Total BSPH Degree Credits: 120		

Course sequence: Students meet with the BSPH Program Chair to develop a curriculum plan for completing the degree.

Public Health Minor

Check course descriptions in the back of the catalog for appropriate prerequisite and co-requisite associations.

Public Health Minor Coursework: must take PBH 180 and then 15 additional credits		
PBH 180	Intro to Public Health	3 credits
PBH 260	Environmental Health	3 credits
PBH 315	Global Health Issues	3 credits
PBH 415	Public Health Advocacy	3 credits
EPI 340	Epidemiology	3 credits
PBH 440	Grant Writing	3 credits
PBH 425	Program Planning in Health Promotion	3 credits
PBH 460	Practicum	2 credits
PBH 495	Capstone	1 credits
Total Credit Hours: 18		

Additional Liberal Arts & Sciences Minors

Chemistry Minor

Chemistry Minor Coursework:		
CHE 101	General Chemistry I (w/Lab)	4 credits
CHE 102	General Chemistry II (w/Lab)	4 credits
CHE 320	Organic Chemistry	4 credits
CHE 321	Organic Chemistry II	4 credits
CHE 420	Biochemistry (w/Lab)	4 credits
Total Credit Hours: 20		

Human Services Minor

Human Services Minor Coursework:		
PSY 180	Introduction to Human Services (required)	3 credits
PSY 325	Techniques of Individual /Group Counseling (required)	3 credits
	Choose an additional 12 credits from the following courses:	
PSY 365	Human Services Field Experience	3 credits
PSY 240	Gerontology and Aging	3 credits
PSY 303	Abnormal Psychology	3 credits
PSY 410	Social Psychology	3 credits
SOC 360	Death, Dying and Bereavement	3 credits
SOC 415	Social Justice Approach to Social Issues	3 credits
Total Credit Hours: 18		

School of Nursing

Philosophy of the School of Nursing

The following statements, based on the mission and values of Mercy College, represent the beliefs of the faculty regarding the nursing education experience. The School of Nursing Philosophy incorporates concepts from the metaparadigm of nursing and the core values of Mercy.

Caring relationships begin with the personal integration of the core values of Mercy and the professional values of altruism, autonomy, human dignity, and social justice and are the basis for holistic nursing care. A caring relationship is 'being with' and 'doing for' that encourages individuals to reach their optimum comfort and functioning by fostering trust and hope. It is characterized by a fundamental belief in the value of each individual, including respect for diversity, beliefs, and lifestyle choices. Care of the self is foundational to caring relationships.

Individuals are holistic beings with an integrated body, mind, and spirit possessing inherent dignity, worth, and the right to be treated with respect, concern, and caring. Individuals possess unique abilities, beliefs, values, and life experiences as they progress through developmental stages throughout the life span. All human beings have certain functional health patterns in common that contribute to their health, quality of life, and achievement of human potential. An individual becomes a patient when served by the health care provider. Recipients of nursing care may be individuals, families, groups, communities, or multicultural populations. Individuals may also be termed clients depending on the context or setting.

Health is a phenomenon defined by an individual's perception of his/her holistic well-being. It is also a dynamic state unique to all individuals involving response to changes in the internal and external environment. Optimum comfort and functioning is achieved through interaction with the health care system. The ability of patients to maintain and promote health and prevent illness is enhanced by their interaction with the health care system. The health care system, a diverse, evolving, dynamic network of supportive services within the global environment, is directed at meeting the health care needs of individuals and groups. Global health implies that the nurse has an understanding of the implications of information technology that links all parts of the world. Global health care is provided when the nurse utilizes knowledge of the global environment in which care is provided.

Environment is composed of internal and external factors that influence the response of individuals and groups experiencing potential or actual alterations in health. Nurses have a commitment to help individuals and groups and achieve their desired health potential by influencing the environment.

Nursing is a caring profession that recognizes the unique value of the individual. The goals of nursing are to empower patients to promote, achieve, and/or maintain optimum comfort and functioning, and achieve a peaceful end of life. The professional nurse utilizes a broad knowledge base from the liberal arts and sciences taking into account complex ethical, social, cultural, legal, political, and economic principles. Nursing practice integrates a variety of processes when caring for the unique needs of individuals. Major processes used by the professional nurse include: nursing process; communication; critical thinking, which incorporates clinical decision-making; teaching/learning; and research. Caring interventions are evidence-based nursing actions that contribute to competent nursing care. Nursing roles include but are not limited to provider of care, leader/manager, teacher, and member of the profession. The nurse functions collaboratively with other health care professionals and patients to provide and coordinate care in a variety of acute care and community-based settings.

Students are individuals with unique abilities, beliefs, values, and life experiences who enter the nursing education environment to gain knowledge and understanding of professional nursing practice. Students are expected to be self- directed and active participants in their education. The combination of learning experiences and caring relationships prepares graduates to demonstrate caring, competent practice; professional behaviors; lifelong learning; and service to communities.

Faculty are individuals committed to student learning. Faculty promotes critical thinking and clinical judgment, actively involving students in the educational process and engages in caring relationships with students to foster professional development. Each faculty member brings a unique personality, specialized education, and practice experiences to the educational environment. As specialized clinicians,

faculty role-model professional behaviors and collaborate with other professionals, students, and individuals to promote caring, competent practice. Faculty is responsible for the ongoing development and implementation of a curriculum that meets the needs of diverse students.

Nursing education is the teaching/learning process by which faculty and students collaborate to assist students to achieve educational goals. Faculty fosters a caring environment to optimize learning experiences empowering students to form caring relationships with patients and other recipients of nursing care. The Mercy curriculum is based on professional standards that are an integration of knowledge, skills and attitudes from the disciplines of nursing and the liberal arts and sciences. Teaching methodologies include active learning, technology and distance modalities. Teaching/learning processes enable students to develop critical thinking skills and nursing practice competencies. Active involvement of learners in their continuous educational process and the self-directed pursuit of knowledge facilitate their achievement of specific goals. Nursing education can no longer be limited to a specific setting. The focus of nurse educators is that nursing occurs wherever the nurse and patient are located. This belief is the foundation for community-based nursing education.

Glossary

Caring Interventions

Caring interventions are nursing actions performed to provide holistic nursing care (nursing care provided with consideration of all aspects of the patient: body, mind, and spirit) using the nursing process for individuals, families, groups, and communities. Caring relationships are at the center of caring interventions. The nurse demonstrates professional behaviors in the delivery of caring nursing interventions.

Communication

Communication is the complex, active process of relating to individuals and groups, which may include health team members, by written, verbal, and nonverbal means. The goal is to understand and be understood and involves the transmission of ideas, messages, emotions, and information by various means, between individuals and groups. Therapeutic communication promotes caring relationships between nurses and patients.

Community-Based Nursing

Community-based nursing occurs in a variety of settings within the community and is directed toward individuals and families. Community-based nursing practice focuses on promoting and maintaining the health of individuals and groups, preventing and minimizing the progression of disease, and improving quality of life.

Critical Thinking

Critical thinking is a disciplined, cognitive process for gathering, organizing, and analyzing relevant data for the purpose of guiding clinical decision-making and creatively solving problems. Clinical decision-making: organized, sequential reasoning process, which includes assessment, analysis, planning, implementation and evaluation.

Evidence-Based Nursing Practice

Evidenced-based practice is the use of best clinical evidence in making patient care decisions. Nursing actions are based on current knowledge, theory, and research.

Global Health Care

Global health care knowledge refers to an understanding of the effects of globalization on health care including disease transmission, economics and health policy.

Professional Behaviors

Professional behaviors, based on professional standards of nursing practice, are characterized by patient advocacy, a commitment to the profession of nursing, and accountability for actions and behaviors carried out within ethical, social, legal, political, and economical frameworks.

Service

Service is action that provides for the common good and involves a sense of community responsibility.

Teaching/Learning Process

Teaching/learning is a reciprocal process involving the exchange of information that occurs between students, faculty, and patients.

After Admission to the ASN or BSN Majors

To ensure the safety of all clients served by Mercy College students and to meet regulations of our clinical partners regarding student participation in clinical site rotations as determined by standards of The Joint Commission (TJC) and in compliance with state and federal laws, a national criminal background check and child and dependent adult abuse checks will be conducted on each student seeking admission to an academic major that includes a clinical, preceptorship, internship, or similar experience that require patient interaction. Further, students are also required to provide documentation of current immunizations and personal health information as required by the clinical standards of the profession they have been admitted to study.

When seeking admission to an academic major with clinical, preceptorship, or internship opportunities, students will be required to establish an account with the College provider for background checks, documentation, and tracking. The student is responsible for paying the required fees directly to the vendor for this service in order to finalize admission to the academic major. Students who choose not to participate in these checks or are found to have criminal backgrounds may not be able to be admitted to the academic major or remain in the academic major. Students who are unable to fulfill the clinical standards of the profession may also not be able to be admitted to that specific academic major.

Failure to disclose a criminal record or founded case of abuse (regardless of whether perceived to be expunged in the past and later found on documentation provided to the College) or as part of the information supplied to the vendor at the time of admission to an academic major may also result in a denial of admission to the academic major.

A student's background is checked based on information obtained from the student's residency history. When the College is notified by the vendor that a student has a criminal record, the student will be expected to provide clarifying information about each conviction listed on the record for further evaluation by the Mercy College Background Check Review Committee. Students who have a criminal record may be denied admission to an academic major. They may be considered for admission only after undergoing a review by the Iowa Department of Human Services, and/or an evaluation by the Mercy College Background Check Review Committee.

If the student wishes to dispute the findings reported by the vendor, the student will be granted an opportunity to do so as outlined under the Fair Credit Reporting Act (FCRA), guided by the instructions of the vendor. Denial of admission may be appealed to the Vice President of Academic Affairs and Provost if documentation of a resolution to the case can be made. Criminal and abuse registry documents are maintained by the vendor and are required to be accessible while enrolled at the College. Criminal records are not part of a student's permanent record.

Various licensing boards may restrict eligibility for professional licensure/certification if a person has been convicted of a felony or has participated in other illegal or unethical behaviors. Students under these situations are encouraged to contact the appropriate licensure/certification board prior to seeking admission to an academic major. In cases where a licensure/certification board does grant permission to eventually test for certification/licensure following successful completion of a major and graduation from a Mercy College with an academic degree or certificate, the College makes no stipulations on the ability of the student to find employment within the certification/licensure career field.

1. Initiate a criminal background and a child and dependent adult abuse check with the College specified vendor along with the required payment to the vendor. The student must authorize the vendor to provide the results of these checks as part of the final verification for admission to the academic major.
2. Complete documentation needed on immunizations and upload into the vendor's software. It is advised to submit the Immunization Form (form provided by Student Health Services) to your primary health care provider as soon as possible in order to ensure its completion in advance of the admission deadline to the major established by the Chair. The Immunization Form verifies compliance with the following:

    a. Two-step TB skin testing within the past year; then one-step TB skin test yearly after admission. Acceptable alternatives to TB skin testing are a negative T-spot blood test OR a negative QuantifFEROON Gold blood test. If a positive skin test or a history of positive tests, a negative chest-ray report administered within the past 12 months is required; then a TB Questionnaire completed yearly after admission (form provided by Student Health Services).
    b. Hepatitis B: Completion of series (three doses), OR initiation of the Hepatitis B series (if series is in process, student must meet all immunization deadlines per CDC guidelines to remain in clinicals or practicums), OR a positive titer showing full immunity.
    c. Measles, Mumps, and Rubella (MMR): Completion of series (two doses) OR positive titers of all three diseases showing full immunity.
    d. Chicken Pox (Varicella): Completion of series (two doses), OR positive titer showing full immunity, OR proof of disease by medical provider documentation.
    e. Seasonal flu vaccination is required annually to participate in courses that include a clinical rotation during flu season.

3. Acknowledge personal ability to adhere to the clinical standards for the academic major.
4. Upload into the vendor's software proof of completion and current certification in American Heart Association Basic Life Support Provider (MLS major is not required to meet this requirement).
5. Associate Deans may require additional documentation. Deadlines for completion will be noted on the vendor's software.

Failure to complete any of the procedures for the major may delay or end the enrollment process.

Promotion Policy for ASN, BSN, Accelerated BSN, Paramedic to BSN, and RN to BSN Students

To be promoted to the next semester, students must:

1. Complete prerequisite course work (Nursing majors' required liberal arts and sciences and professional education courses) with a grade of "C" or higher (not "C-").
2. Complete all clinical requirements for the semester.
3. Pre-licensure students must comply with the HESI Testing and Personal Growth Policy as stated in the *Student Handbook*.

Based on satisfactory or unsatisfactory completion of the promotion standards, students will be promoted to the next semester, delayed promotion to the next semester of the curriculum plan, or dismissed from the major. If multiple nursing courses are offered within a semester, the student may take the other courses within that semester, and then repeat the failed course. The student may also be subject to academic dismissal from the College. Students dismissed from a major and are not dismissed from the College may continue taking liberal arts courses at Mercy College. They may also qualify to apply for readmission to their major of study or admission to a different major of study.

Clinical Standards (ASN and BSN)

The following clinical standards are required of Mercy College nursing students. These abilities are based upon requirements for Registered Nurses at Mercy Medical Center - Des Moines, the site of many clinical experiences in the nursing majors. Applicants must review the following clinical standards to determine their ability and compatibility with physical requirements of registered nurses. Accommodations are

provided in compliance with College policy, section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).

Constant

Reaching – extending hand(s) and arm(s) in any direction.
Standing – maintaining an upright position.
Walking – moving about on foot to accomplish tasks.
Lifting – raising objects from a lower to a higher position or moving objects horizontally from position to position – would include transfer of a patient from bed to cart/chair.
Talking – expressing or exchanging ideas by means of the spoken word – those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
Hearing – perceiving the nature of sounds at normal range, ability to receive detailed information through oral communication, and to make fine discriminations in sound, such as when auscultating and percussing.
Repetitive motions – substantial movements (motion) of the wrist, hands, and/or fingers.
Balancing – maintaining equilibrium to prevent falling when assisting patients with activity.
Pulling – using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.
Grasping – applying pressure to an object with the fingers and palm.

Frequent

Stooping – bending body downward and forward by bending spine at the waist (for example, emptying suction canisters that are below waist level or obtaining supplies from low shelves).
Fingering – writing, taking vital signs, feeding patients, collecting specimens, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.
Kneeling – bending legs at the knee to come to a rest or knee.
Crouching – bending the body downward and forward by bending leg and spine – (for example, emptying foley bag attached to bed frame).
Pushing – using upper extremities to press against something with steady force in order to thrust forward, downward or outward.
Feeling – perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips and palm.

Occasional

Climbing – stairs, stools, and ramps.

Physical Demand Requirements

Heavy clinical assignments - Exerting up to 65 pounds push/pull force to move frequently, and lifting up to 50 pounds occasionally, and lifting up to 40 pounds frequently, and lifting up to 20 pounds constantly, to move patients and/or objects.

However, when performing patient care service delivery, can include: Very heavy clinical assignments - exerting up to 100 pounds of force occasionally and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

Visual Acuity Requirements

Students must be able to:

- Read pertinent printed material and distinguish colors.
- Include inspection during patient care.
- Accurately read measurements on patient related equipment – some examples include thermometers, mechanical gauges, glucometers, IV pumps, and computer monitor displays.

Intellectual/Emotional Requirements

Students must be able to:

- Perform under stress when confronted with emergency, critical, or unusual, dangerous situations, or situations in which work speed and sustained attention are make-or-break aspects of the job.

- Perform a variety of duties, often changing from one task to another without loss of efficiency or composure.
- Maintain a high standard of courtesy and cooperation in dealing with colleagues, patients, and visitors, and perform job functions satisfactorily despite the stress of a hospital work environment.

Tools/Equipment

Standard medical and nursing equipment and special equipment found in assigned areas.

Clinical Conditions

- Students in clinical settings have been identified as having the likelihood of clinical exposure to blood or other potentially infectious materials and, therefore, are included in the OSHA Exposure Control Plan with all its specifications for preventing contact with the above materials.
- The student may be required to wear a face mask, gown and/or gloves.
- The student is subject to inside environmental conditions, protection from weather conditions but not necessarily from temperature changes.
- The student is subject to hazards in the work area: May be exposed to chemotherapy spills, chemical cleaners, radioactive implants/isotopes, and /or sharp instruments.
- The student is subject to a range of noise levels from quiet to moderate: phones, pagers, mechanical alarms (e.g. IV pumps, ventilators, and cardiac monitors) and occasional construction work.

Mercy College Association of Nursing Students (MCANS)

The faculty of Mercy College supports the concept of nursing students enhancing their professionalism through student participation in professional organizations. In support of this, all new students in any nursing major are encouraged to become members of the Mercy College Association of Nursing Students (MCANS). Student membership includes membership in the Iowa Association of Nursing Students (IANS) and the National Student Nurses Association (NSNA). Students learn about the values and culture of the nursing profession through active involvement in the NSNA. Students in MCANS will be involved in fund raising and community service activities, and social and professional events. They will have an opportunity to serve as officers of the organization, be committee chairpersons or members, and to attend state and national conventions as delegates or alternates. Benefits of NSNA are outlined in the registration form.

Associate of Science in Nursing Major

Purpose

The Associate of Science in Nursing (ASN) degree leads to initial eligibility for the registered nurse licensing examination. Graduates are prepared to provide entry-level, holistic nursing care for diverse clients in structured settings.

Program Learning Outcomes

Upon completion of the Associate of Science in Nursing major, the graduate:

1. Applies the nursing process when implementing nursing care.
2. Communicates effectively in the delivery of patient care.
3. Integrates evidence-based practice in the delivery of safe patient care.
4. Demonstrates effective leadership qualities in the role of the registered nurse.
5. Demonstrates the core values of Mercy College of Health Sciences in various settings.
6. Applies principles of health promotion to improve patient outcomes.

Iowa Articulation Plan for Nursing Education

Mercy College serves as a sending institution (ASN Degree) in the Iowa Articulation Plan for Nursing Education.

Early Decision Option for High School Seniors

The early decision option is a formal understanding between the high school student and Mercy College of Health Sciences (MCHS) in which a student may be granted admission to Mercy College and provisional admission into the ASN program. Early decision students must meet nursing admission requirements for final admission to nursing. Students seeking the early decision option may submit their applications during their senior year of high school. Applications and transcripts showing completion of high school courses to that date must be submitted before January 31 of their senior year. Selection is competitive and a limited number of applicants may be accepted**.**

Candidates who are high school students seeking the early decision option must:

- Complete an application to Mercy College and be accepted for admission;
- Submit application to the Nursing program prior to January 31 of their senior year;
- Submit proof of ACT composite score of at least 23;
- Submit a statement of interest; and submit high school transcript showing completion of the following course with a cumulative GPA of 3.5 or better on a 4.0 scale:
    - Biology (2 semesters)
    - Chemistry (2 semesters)
    - English (4 semesters)
    - Math (2 semesters including algebra)

Students will be notified of the admission decision by February 28. A student who is accepted under the Early Decision Option must meet all program admission requirements.

Admission Requirements

To be considered for admission to the ASN major, applicants must be admitted to Mercy College (refer to the *Admissions* section) and meet the criteria below. Admission to the College does not guarantee admission to a major.

1. Grade Point Average (GPA) on a 4.0 scale:
    a. Students who have earned nine or more college-level credits must have a GPA of 2.7 or higher from nine of the most recently earned credits.
    b. Students who have earned fewer than nine college-level credits must have a cumulative high school GPA of 2.7 or higher.

2. Prerequisites (must earn a grade of "C" (not C-) or higher in the following):
   a. College-level Anatomy (with lab).
   b. College-level English Composition I or two semesters of high school English.
   c. Chemistry (one semester in college or two semesters in high school).
   d. Math (must satisfy **one** of the criteria listed below to demonstrate mathematical competency):
      i. Earn a grade of "C" (not C-) or higher in Pre-Algebra, Math for General Studies, College Algebra or higher-level math, such as Statistics or Calculus.
      ii. Earn a grade of "C" (not C-) or higher in two semesters of high school Algebra or higher-level math.
      iii. Achieve a math score of 22 or higher on the ACT or a math score of at least 480 on the SAT.
      iv. Achieve a score of 75% or higher on the Admissions Assessment Math Exam (exam fee required).

Admissions Requirements for Licensed Practical Nurses (LPN)

Applicants with a LPN licensure may apply for admission to the ASN beginning with the second semester by meeting the following criteria:

1. Graduated from an accredited LPN program within one year prior to admission or have worked in a clinical setting for at least one of the two years prior to application for admission.
2. Provide a copy of the applicant's current license to practice.
3. Achieve satisfactory performance (75% minimum) on the NLN Nursing Acceleration Challenge Exam LPN-RN (administered by the School of Nursing).
4. Demonstrate satisfactory performance on a clinical skills challenge exam.
5. Complete all required courses and major prerequisites prior to beginning NSG 131/132.

BSN Integrated Option

This option is for ASN students seeking a Bachelor of Science in Nursing (BSN) degree. The BSN Integrated Option leads ASN students to initial eligibility for the registered nurse licensing examination, while progressing with their coursework toward a BSN degree.

The BSN Integrated Option is not an independent degree but an opportunity to work on two degrees at the same time. Students must complete the requirements for the ASN major and the RN to BSN major.

Admission Requirements for the BSN Integrated Option

To be considered for admission to the BSN Integrated Option, applicants must meet the following criteria:

1. Must be admitted to the ASN program.
2. Must have 30 transferrable liberal arts and science credits.
3. Complete an individualized curriculum plan with the Associate Dean of Nursing or Academic Advisor.
4. Students must also achieve a grade of "C or higher" (not "C-") in all required science and nursing courses.

Failed Course Policy (ASN)

1. Students who fail three nursing courses with a combined total minimum of 9 credits will be dismissed from the major. Failure is defined as a C- or lower.
2. Failure of a previously failed nursing course will result in dismissal from the major.
3. Non-nursing courses are not subject to the Failed Course Policy.
1. A repeated nursing course must be taken within three semesters of the course being offered. A student who does not take the failed course within the time frame will need to reapply to the major. A readmitted student will be evaluated to determine where he or she will be allowed to reenter the major.

4. Graduation Requirements: ASN Degree

To receive the Associate of Science in Nursing Degree, students must meet the following requirements:

1. Complete all requirements of the ASN degree.

2. Complete all nursing and liberal arts and sciences courses with a grade of “C” or higher (not “C-”).
3. Pass all required clinical skill competencies.
4. Satisfactorily complete:
    a. ASN Reflective essay.
    b. Comprehensive NCLEX predictive exams and remediation plan.
    c. A School of Nursing approved NCLEX Review Course
5. Satisfactorily complete the College Graduation Requirements.

ASN Curriculum

The six-semester nursing curriculum is based on a total of 72 credit hours, which includes 33 credits from liberal arts and sciences and 39 credits of nursing.

Required Liberal Arts and Science Courses for the Major		**Credits**
BIO 180	Human Anatomy (with Lab)	4 credits
BIO 185	Human Physiology (with Lab)	4 credits
ENG 101	English Composition I	3 credits
PSY 101	General Psychology	3 credits
BIO 302	Pathophysiology	3 credits
PSY 202	Developmental Psychology	3 credits
SOC 102	Sociology	3 credits
PHA 202	Pharmacology	3 credits
PHI 110	Critical Thinking in a Diverse World	3 credits
BIO 203	Microbiology (with Lab)	4 credits
Total Credits: 33		
Required Courses for the ASN Major		
NSG 101	Introduction to Professional Nursing Concepts	5 credits
NSG 102	Professional Nursing Skills I	1 credit
NSG 131	Nursing Health Promotion Across the Life Span	5 credits
NSG 132	Professional Nursing Skills II	1 credit
NSG 160	Nursing Care of Patients Across the Life Span I	6 credits
NSG 200	Nursing Care of Patients Across the Life Span II	6 credits
NSG 230	Nursing Care of Patients Across the Life Span III	6 credits
NSG 231	Role Transition to Professional Practice	6 credits
NSG 280	Caring in a Diverse Health Care Environment	3 credits
Total Credits: 39		

Recommended Course Sequence Following Completion of Liberal Arts and Science Courses		
Semester I		
NSG 101	Introduction to Professional Nursing Concepts	5 credits
NSG 102	Professional Nursing Skills I	1 credit
Total Credit Hours: 6		
Semester II		
NSG 131	Nursing Health Promotions Across the Life Span	5 credits
NSG 132	Professional Nursing Skills II	1 credit
Total Credit Hours: 6		
Semester III		
NSG 160	Nursing Care of Patients Across the Life Span I	6 credits
Total Credit Hours: 6		
Semester IV		
NSG 200	Nursing Care of Patients Across the Life Span II	6 credits
NSG 280	Caring in a Diverse Health Care Environment	3 credits
SLP 999	Service Learning Project	0 credits
Total Credit Hours: 9		
Semester V		
NSG 230	Nursing Care of Patients Across the Life Span III	6 credits
Total Credit Hours: 6		
Semester VI		
NSG 231	Role Transition to Professional Practice	6 credits
Total Credit Hours: 6		
Total ASN Degree Credits: 72		

Note: Nursing courses, other than NSG 280, must be taken sequentially.

Students who successfully complete this associate degree have the opportunity to advance into the RN to BSN, Health Care Administration, Health Information Management, Health Science, or Public Health majors at Mercy College.

Bachelor of Science in Nursing Degree (RN to BSN)

Purpose

The Registered Nurse to Bachelor of Science in Nursing (RN to BSN) is an online major of study designed for registered nurses. Baccalaureate nursing education prepares graduates for the practice of professional nursing in a variety of structured and other settings and provides the basis for advanced practice and specialization.

The RN to BSN major is designed for part-time or full-time study. Mercy College participates in the Iowa Articulation Plan for Nursing Education. Credit is awarded for nursing knowledge, competency and skills acquired in associate degree or diploma programs in nursing. Transfer of credits follows the Iowa Articulation Plan options guidelines.

Program Learning Outcomes. Upon completion of the BSN degree (RN to BSN) the graduate will:

1. Synthesize knowledge from liberal education to support generalist nursing practice.
2. Synthesize knowledge from nursing science to support generalist nursing practice.
3. Analyze organizational leadership practices in the provision of safe patient care.
4. Translate research findings to provide evidence-based practice of nursing care.
5. Analyze information management systems to deliver quality patient care in a variety of settings.
6. Manage the application of patient care technology in the delivery of quality patient care.
7. Evaluate health care policies, including financial and regulatory, impacting the healthcare system.
8. Demonstrate effective intra- and interprofessional communication to provide quality, patient-centered care.
9. Evaluate clinical prevention strategies to improve population health.
10. Demonstrate professional behaviors in nursing practice.

Admission Requirements

To be considered for admission to the RN to BSN major, applicants must be admitted to Mercy College (refer to the *Admissions* section) and meet the criteria below. Admission to the College does not guarantee admission to a major.

1. Satisfy Mercy College admission requirements or be a graduate from Mercy College.
2. Submit an official transcript from an accredited diploma or associate degree nursing program, as well as official transcripts from any other college(s).
3. Submit a copy of an active license to practice as a Registered Nurse or demonstrate progress toward licensure.
    a. Applicants who have not yet taken/passed the NCLEX-RN examination may take RN to BSN classes for one semester on a provisional basis. Full admission will be granted upon receipt of an RN license.

Articulation Options

1. Mercy College serves as a sending institution (ASN Degree) and a receiving institution (RN to BSN degree) in the Iowa Articulation Plan for Nursing Education.
2. Iowa Board of Nursing policies of the Iowa Articulation Plan for Nursing Education: RN to BSN will be followed by the School of Nursing.
3. At the time of admission to the RN to BSN major, one of the three options outlined in the articulation plan is declared. A plan of study is developed for each student in consultation with an academic advisor, and credit is awarded according to the option.
4. The RN to BSN major consists of 120 credit hours: 65 credits in nursing and55 credits in liberal arts and sciences. These totals may include up to 39 nursing credits and 27 liberal arts and sciences credits earned at the Associate Degree level.

Graduation Requirements BSN Degree (RN to BSN)

To receive the Bachelor of Science in Nursing Degree, students must meet the following requirements:

1. Complete all requirements of the BSN degree.
2. Complete all required nursing and liberal arts and sciences courses with a grade of “C” or higher (not “C-”).
3. Satisfactorily complete the RN to BSN reflective essay.
4. Satisfactorily complete the College Graduation Requirements.

RN to BSN Curriculum

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Required Liberal Arts and Science Courses for the Major		
*BIO 180	Human Anatomy (with Lab)	4 credits
*BIO 185	Human Physiology (with Lab)	4 credits
*BIO 203	Microbiology (with Lab)	4 credits
*BIO 302	Pathophysiology	3 credits
*ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	Cultural Appreciation and Diversity Elective	3 credits
	Humanities Elective	3 credits
	Math Elective 100 level or higher	3 credits
NTR 205 or NTR 300	Nutrition or Applied Nutrition	3 credits
*PHA 202	Pharmacology	3 credits
PHI 314 or PHI 320	Ethics or Bioethics	3 credits
*PSY 101	General Psychology	3 credits
*PSY 202	Developmental Psychology	3 credits
SPE 105	Small Group Communication	1 credit
*SOC 102	Sociology	3 credits
STA 165 or STA 330	Fundamentals of Statistics or Biostatistics	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 55		
Major Course Requirements		
*Nursing RN Coursework		
NSG 404	Program Orientation and Professional Writing	1 credit
NSG 413	Holistic Nursing	3 credits
NSG 416	Information and Financial Management in Nursing	3 credits
NSG 418	Research and Evidenced Based Practice	3 credits

NSG 425	Advocacy and Health Policy	3 credits
NSG 426	Genomics, Aging, and End of Life Care	3 credits
NSG 481	Community Health Nursing	4 credits
NSG 483	Theories of Leadership and Management	3 credits
NSG 485	BSN Professional Nursing Practice	3 credits
Total Credits Nursing RN to BSN Coursework: 26		
Total RN to BSN Degree Credits: 120		

* Included in 66 credits articulated from the Associate Degree (39 credits Nursing and 27 credits Liberal Arts and Sciences.) *Students with fewer than 66 credits of transferable nursing courses can use electives to meet the credit deficit.*

Bachelor of Science in Nursing Degree (BSN)

Purpose

The Bachelor of Science in Nursing (BSN) degree leads to initial eligibility for the registered nurse licensing examination. Baccalaureate nursing education prepares graduates for the practice of professional nursing in a variety of structured and other settings and provides the basis for advanced practice and specialization.

The BSN is designed for full-time or part-time study. The curriculum is based on a total of 120 credit hours, which includes 65 credits of nursing coursework and 55 credits of general education coursework.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Nursing major, the graduate will:

1. Synthesize knowledge from liberal education to support generalist nursing practice.
2. Synthesize knowledge from nursing science to support generalist nursing practice.
3. Analyze organizational leadership practices in the provision of safe patient care.
4. Translate research findings to provide evidence-based practice of nursing care.
5. Analyze information management systems to deliver quality patient care in a variety of settings.
6. Manage the application of patient care technology in the delivery of quality patient care.
7. Evaluate health care policies, including financial and regulatory, impacting the healthcare system.
8. Demonstrate effective intra- and interprofessional communication to provide quality, patient-centered care.
9. Evaluate clinical prevention strategies to improve population health.
10. Demonstrate professional behaviors in nursing practice.

Admission Requirements

To be considered for admission to the BSN major, applicants must be admitted to Mercy College (refer to the *Admissions* section) and meet the criteria below. Admission to the College does not guarantee admission to a major.

1. Prerequisites – must earn a grade of "C" (not C-) or higher in the following **college-level** courses:
   a. Human Anatomy (with lab)
   b. Human Physiology (with lab)
   c. Microbiology (with lab)
   d. English Composition I
   e. General Psychology
   f. College-level Math
2. Grade Point Average on a 4.0 scale:
   a. Earn an extracted GPA of 2.5 or higher from the prerequisites listed above.

NOTE: Students are encouraged to complete their liberal arts and sciences course requirements during the first and second semesters of the major prior to beginning *NUR 210: Nursing Foundations I* in the third semester.

Early Decision Option for High School Seniors

The early decision option is a formal understanding between the high school student and Mercy College of Health Sciences (MCHS) in which a student may be granted admission to Mercy College and provisional admission into the BSN program. Early decision students must meet nursing admission requirements for final admission to nursing. Students seeking the early decision option may submit their applications during their senior year of high school. Applications and transcripts showing completion of high school courses to that date must be submitted before January 31 of their senior year. Selection is competitive and a limited number of applicants may be accepted**.**

Candidates who are high school students seeking the early decision option must:

- Complete an application to Mercy College and be accepted for admission;
- Submit application to the Nursing program prior to January 31 of their senior year;

- Submit proof of ACT composite score of at least 23;
- Submit a statement of interest; and submit high school transcript showing completion of the following course with a cumulative GPA of 3.5 or better on a 4.0 scale:
    - Biology (2 semesters)
    - Chemistry (2 semesters)
    - English (4 semesters)
    - Math (2 semesters including algebra)

Students will be notified of the admission decision by February 28. A student who is accepted under the Early Decision Option must meet all program admission requirements.

Failed Course Policy (BSN)

2. Students who fail three nursing courses with a combined total minimum of 9 credits will be dismissed from the major. Failure is defined as a C- or lower.
3. Failure of a previously failed nursing course will result in dismissal from the major.
4. Non-nursing courses are not subject to the Failed Course Policy.
5. A repeated nursing course must be taken within three semesters of the course being offered. A student who does not take the failed course within the time frame will need to reapply to the major. A readmitted student will be evaluated to determine where he or she will be allowed to reenter the major.

Graduation Requirements BSN Degree

To receive the Bachelor of Science in Nursing Degree, students must meet the following requirements:

1. Complete all requirements of the BSN major.
2. Complete all required nursing and liberal arts and sciences courses with a grade of "C" or higher (not "C-").
3. Pass all required clinical skill competencies.
4. Satisfactorily complete the:
    a. BSN Reflective essay.
    b. Comprehensive NCLEX predictive exams and remediation plan.
    c. School of Nursing approved NCLEX Review Course
5. Satisfactorily complete the College graduation requirements.

BSN Curriculum

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Required Liberal Arts and Science Courses for the Major		
*BIO 180	Human Anatomy (with Lab)	4 credits
*BIO 185	Human Physiology (with Lab)	4 credits
*BIO 203	Microbiology (with Lab)	4 credits
BIO 302	Pathophysiology	3 credits
	Cultural Appreciation & Diversity Elective	3 credits
*ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	Humanities Elective	3 credits
	*Math Elective 100 level or higher	3 credits
NTR 205 or NTR 300	Nutrition or Applied Nutrition	3 credits
PHA 202	Pharmacology	3 credits
*PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
	Religion/Philosophy Elective	3 credits
SPE 105	Small Group Communication	1 credit
SOC 102	Sociology	3 credits
STA 165 or STA 330	Fundamentals of Statistics or Biostatistics	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 55		
* Course is used to determine the extracted GPA for admission to the major.		
Course Requirements for the Major		
NUR 180	Philosophy and Theory of Nursing I	1 credit
NUR 210	Nursing Foundations I	4 credits
NUR 215	Nursing Competency I	1 credit
NUR 220	Nursing Foundations II	4 credits

NUR 225	Nursing Competency II	2 credits
NUR 260	Philosophy and Theory of Nursing II	3 credits
NUR 275	Holistic Assessment in Nursing	4 credits
NUR 310	Nursing Concepts and Practice I	4 credits
NUR 315	Nursing Concepts and Practice II	3 credits
NUR 300-338	Nursing Issues Courses (**Choose 4 of the following, one of which must be NUR 335**)	
	NUR 330 Pain/Palliative Care/End of Life Care	1 credit
	NUR 331 Injustice/Global Health	1 credit
	NUR 332 Gerontology	1 credit
	NUR 334Genomics	1 credit
	NUR 335 Patient Advocacy	1 credit
	NUR 336 Spirituality	1 credit
	NUR 338 Neuroscience Trends	1 credit
NUR 320	Nursing Concepts and Practice III	4 credits
NUR 325	Nursing Concepts and Practice IV	3 credits
NUR 370	Concepts of Teaching and Learning	3 credits
NUR 415	Nursing Concepts and Practice V	3 credits
NUR 416	Information and Financial Management in Nursing	3 credits
NUR 418	Introduction to Research	3 credits
NUR 425	Nursing Concepts and Practice VI	3 credits
NUR 430	Concepts of Community Health Nursing	4 credits
NUR 450	Concepts of Nursing Leadership	3 credits
NUR 460	Advanced Concepts of Nursing Practice	3 credits
NUR 465	Transition to Nursing Practice	3 credits
Total Credit Hours: 65		
Total BSN Degree Credits: 120		

Recommended Course Sequence		
Semester 1		
BIO 180	Human Anatomy (with lab)	4 credits
ENG 101	English Composition I	3 credits
	Humanities Elective	3 credits
	Math Elective 100 level or higher	3 credits
PSY 101	General Psychology	3 credits
Total Credit Hours: 16		
Semester II		
BIO 185	Human Physiology (with lab)	4 credits
BIO 203	Microbiology (with lab)	4 credits
ENG 102	English Composition II	3 credits
NUR 180	Philosophy and Theory of Nursing I	1 credit
PSY 202	Developmental Psychology	3 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 16		
Semester III		
BIO 302	Pathophysiology	3 credits
NUR 210	Nursing Foundations I	4 credits
NUR 215	Nursing Competency I	1 credit
NUR 260	Philosophy and Theory of Nursing II	3 credits
SOC 102	Sociology	3 credits
Total Credit Hours: 14		
Semester IV		
NUR 220	Nursing Foundations II	4 credits
NUR 225	Nursing Competency II	2 credits
NUR 275	Holistic Assessment in Nursing	4 credits
PHA 202	Pharmacology	3 credits
	Religion/Philosophy Elective	3 credits
Total Credit Hours: 16		

Semester V		
NTR 205 or NTR 300	Nutrition or Applied Nutrition	3 credits
NUR 310	Nursing Concepts and Practice I	4 credits
NUR 315	Nursing Concepts and Practice II	3 credits
NUR 370	Concepts of Teaching and Learning	3 credits
STA 165 or STA 330	Fundamentals of Statistics or Biostatistics	3 credits
Total Credit Hours: 16		
Semester VI		
	Cultural Appreciation and Diversity Elective	3 credits
NUR 330-338	Nursing Issues Course (Select one)	1 credit
NUR 320	Nursing Concepts and Practice III	4 credits
NUR 325	Nursing Concepts and Practice IV	3 credits
NUR 418	Introduction to Research	3 credits
Total Credit Hours: 14		
Semester VII		
NUR 330-338	Nursing Issues Course (Select two)	2 credits
NUR 415	Nursing Concepts and Practice V	3 credits
NUR 425	Nursing Concepts and Practice VI	3 credits
NUR 430	Concepts in Community Health Nursing	4 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 15		
Semester VIII		
NUR 330-338	Nursing Issues Course (Select one)	1 credit
NUR 416	Information and Financial Resources in Nursing	3 credits
NUR 450	Concepts of Nursing Leadership	3 credits
NUR 460	Advanced Concepts of Nursing Practice	3 credits
NUR 465	Transition to Nursing Practice	3 credits
Total Credit Hours: 13		
Total BSN Degree Credits: 120		

Paramedic to Bachelor of Science in Nursing Major (Paramedic -BSN)

Purpose

The Paramedic to Bachelor of Science in Nursing (BSN) degree leads to initial eligibility for the registered nurse licensing examination. Baccalaureate nursing education prepares graduates for the practice of professional nursing in a variety of structured and other settings and provides the basis for advanced practice and specialization.

The BSN major is designed for full-time or part-time study. The curriculum is based on a total of 120 credit hours, which includes 58 credits of nursing coursework, 10 credits of paramedic certificate coursework, and 52 credits of general education coursework.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Nursing major, the graduate will:

1. Synthesize knowledge from liberal education to support generalist nursing practice.
2. Synthesize knowledge from nursing science to support generalist nursing practice.
3. Analyze organizational leadership practices in the provision of safe patient care.
4. Translate research findings to provide evidence-based practice of nursing care.
5. Analyze information management systems to deliver quality patient care in a variety of settings.
6. Manage the application of patient care technology in the delivery of quality patient care.
7. Evaluate health care policies, including financial and regulatory, impacting the healthcare system.
8. Demonstrate effective intra- and interprofessional communication to provide quality, patient-centered care.
9. Evaluate clinical prevention strategies to improve population health.
10. Demonstrate professional behaviors in nursing practice.

Admission Requirements

To be considered for admission to the Paramedic to BSN major, applicants must be admitted to Mercy College (refer to the *Admissions* section) and meet the criteria below. Admission to the College does not guarantee admission to a major.

1. Graduated from an accredited Paramedic program.
2. Provide a copy of the applicant's current Paramedic license to practice.
3. Prerequisites – must earn a grade of "C" (not C-) or higher in the following **college-level** courses:
   a. Human Anatomy (with lab)
   b. Human Physiology (with lab)
   c. Microbiology (with lab)
   d. English Composition I
   e. General Psychology
   f. College-level Math
4. Grade Point Average on a 4.0 scale:
   a. Earn an extracted GPA of 2.5 or higher from the prerequisites listed above.

NOTE: Students are encouraged to complete their liberal arts and sciences course requirements prior to beginning NUR 218: Advanced Placement for Paramedic to BSN in the third semester

Failed Course Policy (Paramedic-BSN)

1. Students who fail three nursing courses with a combined total minimum of 9 credits will be dismissed from the major. Failure is defined as a C- or lower.
2. Failure of a previously failed nursing course will result in dismissal from the major.
3. Non-nursing courses are not subject to the Failed Course Policy.

4. A repeated nursing course must be taken within three semesters of the course being offered. A student who does not take the failed course within the time frame will need to reapply to the major. A readmitted student will be evaluated to determine where he or she will be allowed to reenter the major

Graduation Requirements BSN Degree

To receive the Bachelor of Science in Nursing Degree, students must meet the following requirements:

1. Complete all requirements of the Paramedic to BSN major.
2. Complete all required nursing and liberal arts and sciences courses with a grade of “C” or higher (not “C-”).
3. Pass all required clinical skill competencies.
4. Satisfactorily complete the:
    a. BSN Reflective essay.
    b. Comprehensive NCLEX predictive exams and remediation plan.
    c. School of Nursing approved NCLEX Review Course
5. Satisfactorily complete the College graduation requirements.

Paramedic-BSN Curriculum

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Required Liberal Arts and Science Courses for the Major		
*BIO 180	Human Anatomy (with Lab)	4 credits
*BIO 185	Human Physiology (with Lab)	4 credits
*BIO 203	Microbiology (with Lab)	4 credits
BIO 302	Pathophysiology	3 credits
*ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
	Humanities Elective	3 credits
	*Math Elective 100 level or higher	3 credits
NTR 205 or NTR 300	Nutrition or Applied Nutrition	3 credits
PHA 202	Pharmacology	3 credits
*PSY 101	General Psychology	3 credits
PSY 202	Developmental Psychology	3 credits
	Religion/Philosophy Elective	3 credits
SPE 105	Small Group Communication	1 credit
SOC 102	Sociology	3 credits
STA 165 or STA 330	Fundamentals of Statistics or Biostatistics	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 52		
* Course is used to determine the extracted GPA for admission to the major.		
Course Requirements for the Major		
NUR 218	Advanced Placement for Paramedic to BSN	6 credits
NUR 220	Nursing Foundations II	4 credits
NUR 225	Nursing Competency II	2 credits
NUR 275	Holistic Assessment in Nursing	4 credits
NUR 310	Nursing Concepts and Practice I	4 credits

NUR 315	Nursing Concepts and Practice II	3 credits
NUR 320	Nursing Concepts and Practice III	4 credits
NUR 325	Nursing Concepts and Practice IV	3 credits
NUR 370	Concepts of Teaching and Learning	3 credits
NUR 415	Nursing Concepts and Practice V	3 credits
NUR 416	Information and Financial Management in Nursing	3 credits
NUR 418	Introduction to Research	3 credits
NUR 425	Nursing Concepts and Practice VI	3 credits
NUR 430	Concepts of Community Health Nursing	4 credits
NUR 450	Concepts of Nursing Leadership	3 credits
NUR 460	Advanced Concepts of Nursing Practice	3 credits
NUR 465	Transition to Nursing Practice	3 credits
Total Credit Hours: 58		
Total BSN Degree Credits: 120 (includes 10 Paramedic certificate credits)		

Recommended Course Sequence		
Semester 1		
BIO 180	Human Anatomy (with lab)	4 credits
ENG 101	English Composition I	3 credits
	Humanities Elective	3 credits
	Math Elective 100 level or higher	3 credits
PSY 101	General Psychology	3 credits
Total Credit Hours: 16		
Semester II		
BIO 185	Human Physiology (with lab)	4 credits
BIO 203	Microbiology (with lab)	4 credits
ENG 102	English Composition II	3 credits
PSY 202	Developmental Psychology	3 credits
SPE 105	Small Group Communication	1 credit
Total Credit Hours: 15		
Semester III		
BIO 302	Pathophysiology	3 credits
NUR 218	Advanced Placement for Paramedic to BSN	6 credits
SOC 102	Sociology	3 credits
Total Credit Hours: 12		
Semester IV		
NUR 220	Nursing Foundations II	4 credits
NUR 225	Nursing Competency II	2 credits
NUR 275	Holistic Assessment in Nursing	4 credits
PHA 202	Pharmacology	3 credits
Total Credit Hours: 13		
Semester V		
NTR 205 or NTR 300	Nutrition or Applied Nutrition	3 credits
NUR 310	Nursing Concepts and Practice I	4 credits
NUR 315	Nursing Concepts and Practice II	3 credits

NUR 370	Concepts of Teaching and Learning	3 credits
STA 165 or STA 330	Fundamentals of Statistics or Biostatistics	3 credits
Total Credit Hours: 16		
Semester VI		
NUR 320	Nursing Concepts and Practice III	4 credits
NUR 325	Nursing Concepts and Practice IV	3 credits
NUR 418	Introduction to Research	3 credits
SVL 285	Servant Leadership	3 credits
Total Credit Hours: 13		
Semester VII		
NUR 415	Nursing Concepts and Practice V	3 credits
NUR 425	Nursing Concepts and Practice VI	3 credits
NUR 430	Concepts in Community Health Nursing	4 credits
Religion/Philosophy Elective		3 credits
Total Credit Hours: 13		
Semester VIII		
NUR 416	Information and Financial Resources in Nursing	3 credits
NUR 450	Concepts of Nursing Leadership	3 credits
NUR 460	Advanced Concepts of Nursing Practice	3 credits
NUR 465	Transition to Nursing Practice	3 credits
Total Credit Hours: 12		
Total BSN Degree Credits: 120 (includes 10 Paramedic certificate credits)		

Bachelor of Science in Nursing Degree (BSN) - Accelerated 1 Year (12-Month Option)

Purpose

The Bachelor of Science in Nursing (BSN) degree leads to initial eligibility for the registered nurse licensing examination. Baccalaureate nursing education prepares graduates for the practice of professional nursing in a variety of structured and other settings and provides the basis for advanced practice and specialization.

The Accelerated 12-Month BSN option is designed for full-time study. The curriculum is based on a total of 120 credit hours, which includes 49 credits of nursing coursework and 71 credits of general education coursework, including SVL 285: Servant Leadership.

Students with an earned Bachelor's degree from a regionally accredited institution are considered having met all Mercy College of Health Sciences core curriculum requirements except Servant Leadership. This applies only to the Accelerated BSN program.

Program Learning Outcomes

Upon completion of the Bachelor of Science in Nursing degree, the graduate will:

1. Synthesize knowledge from liberal education to support generalist nursing practice.
2. Synthesize knowledge from nursing science to support generalist nursing practice.
3. Analyze organizational leadership practices in the provision of safe patient care.
4. Translate research findings to provide evidence-based practice of nursing care.
5. Analyze information management systems to deliver quality patient care in a variety of settings.
6. Manage the application of patient care technology in the delivery of quality patient care.
7. Evaluate health care policies, including financial and regulatory, impacting the healthcare system.
8. Demonstrate effective intra- and interprofessional communication to provide quality, patient-centered care.
9. Evaluate clinical prevention strategies to improve population health.
10. Demonstrate professional behaviors in nursing practice.

Admission Requirements

To be considered for admission to the BSN major, applicants must be admitted to Mercy College (refer to the *Admissions* section) and meet the criteria below. Admission to the College does not guarantee admission to a major.

Students with an earned Bachelor's degree from a regionally accredited institution are considered having met all Mercy College of Health Sciences core curriculum requirements except Servant Leadership. This applies only to the Accelerated BSN program.

1. Prior completion of a minimum of 68 hours of college credit, or the completion of a baccalaureate degree in a non-nursing major.
2. Prerequisites: must earn a grade of "C" (not C-) or higher in the following **college-level** courses:
    a. Human Anatomy (with lab)
    b. Human Physiology (with lab)
    c. Microbiology (with lab)
    d. English Composition I
    e. General Psychology
    f. College-level Math (3 credits)
    g. Lower or upper-level Statistics (3 credits)
    h. Lower or upper level Nutrition (3 credits)
3. Grade Point Average on a 4.0 scale:
    a. Earn an extracted GPA of 3.0 or higher from the prerequisites listed above.
4. Successful completion of all pre-requisite courses before starting the program.

5. All gen ed requirements must be completed prior to beginning the A-BSN majors except for SVL280 Servant Leadership.

Failed Course Policy (Accelerated BSN)

1. Students who fail an accelerated nursing course will be unable to progress to the next term. Failure is defined as a C- or lower.
2. Failure of an accelerated nursing course will result in dismissal from the accelerated BSN program. Students will be permitted to apply for another nursing program.
3. Courses not required in the major are not subject to the Failed Course Policy.

Graduation Requirements BSN Degree

To receive the Bachelor of Science in Nursing Degree, students must meet the following requirements:

1. Complete all requirements of the accelerated BSN major.
2. Complete all required nursing and liberal arts and sciences courses with a grade of “C” or higher (not “C-”).
3. Pass all required clinical skill competencies.
4. Satisfactorily complete the BSN reflective essay.
5. Satisfactorily complete the College graduation requirements.

Accelerated BSN Major Curriculum

General Education Core requirements can be found in the Academic Policies and Procedures section of the Catalog. Some courses listed below may fulfill general education requirements.

Course Requirements for the Major		
NUA 302	Pharmacology	3 credits
NUA 311	Holistic Assessment in Nursing	4 credits
NUA 313	Pathophysiology	3 credits
NUA 315	History and Trends in Nursing Practice	1 credit
NUA 331	Fundamentals of Nursing Practice	4 credits
NUA 335	Competencies in Nursing	1 credit
NUA 337	Research	2 credits
NUA 361	Nursing I	4 credits
NUA 363	Family Health	3 credits
NUA 367	Population Health and Clinical Prevention	3 credits
NUA 421	Nursing II	4 credits
NUA 423	Mental Health	3 credits
NUA 432	Leadership and Interprofessional Collaboration	3 credits
NUA 451	Nursing III	4 credits
NUA 453	Gerontology	2 credits
NUA 460	Complex Care in Nursing Practice	2 credits
NUA 465	Transition to Nursing Practice	1 credits
NUA 435	Informatics, Healthcare Policy, Finance, and Regulatory Environments	2 credits
Total Nursing Credit Hours: 49		
Total BSN Degree Credits: 120		

Course Descriptions

Prerequisites are courses that must be taken prior to the indicated course.

Corequisites are courses that are taken at the same time as the indicated course according to the Curriculum Plan.

Directed Study is designed to fulfill the need to have an existing course that is required by a student's major of study but currently is not being scheduled. The material covered in such courses is the same that is covered in the traditional course but is more self-directed with moderate oversight and direction by faculty. Credit assigned for a Directed Study course will be set equal to the credit value of the regular course. Students may complete a maximum of two courses of directed study work while at the College. A student must have completed fifteen credit hours at the College and have a cumulative GPA of 2.5 or higher before taking a Directed Studies course. Course offering requires consent of the Program Chair and School Dean of the school through which credit is to be granted.

Courses with a number below 100 do not count toward academic major requirements but may be counted toward enrollment status – full or part-time – for financial aid purposes. All 095 courses are intended to assist students from diverse backgrounds and levels of academic preparation to succeed in subsequent college course work.

Special Departmental Courses

Capstone Course 295 (1-3 cr)
Capstone is a course of study usually taken in the final year. The student will demonstrate that they have achieved the goals for learning established by the institution and major of study. The course is designed to assess cognitive, affective and psychomotor learning in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills. The course fosters interdisciplinary partnerships among departments and helps cultivate industry coalitions and collaboratives. Achievements may be demonstrated by a written paper of significance, a major project, engaging in a research project, doing field experience and giving a presentation before an academic panel of professors and student peers.

Capstone Course 495 (1-3 cr)
Capstone is a course of study usually taken in the final year. The student will demonstrate that they have achieved the goals for learning established by the institution and major of study. The course is designed to assess cognitive, affective and psychomotor learning in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills. The course fosters interdisciplinary partnerships among departments and helps cultivate industry coalitions and collaboratives. Achievements may be demonstrated by a written paper of significance, a major project, engaging in a research project, doing field experience and giving a presentation before an academic panel of professors and student peers.

Cooperative Education 296 (1-3 cr Contact time is determined by the type of experience outlined.)
This course allows eligible students to have the opportunity to earn college credit while working as employees or volunteers. Application Form must be completed with consultation between the student, the Program Chair, and appropriate School Dean and be submitted to the Registrar with appropriate signatures. A student must have completed 15 credit hours at the College and hold a cumulative GPA of 2.5 or higher. Students must be degree- seeking at Mercy College. Grading is on a pass/fail basis.

Cooperative Education 496 (1-3 cr Contact time is determined by the type of experience outlined.)
This experience allows eligible students to have the opportunity to earn college credit while working as employees or volunteers. Application Form must be completed with consultation between the student, the Program Chair, and appropriate School Dean, and be submitted to the Registrar with appropriate signatures. A student must have completed 15 credit hours at the College and hold a cumulative GPA of 2.5 or higher. Students must be degree- seeking at Mercy College. The experience must meet expected rigor and student learning outcomes expected for this level of experience. Grading is on a pass/fail basis.

Independent Studies 297 (1-6 cr Contact time is determined by the type of experience outlined.)
Independent Study provides the student with an opportunity to pursue or explore a subject in more depth and with much less instructor supervision than is customary in a traditional face-to-face course. Students must be sophomore status (30 or more completed semester hours), have completed 15 credit hours at the College, and hold a cumulative GPA of 2.5 or higher. Independent Study Application Form must be completed with consultation between the student and the instructor, be approved and signed by the Program Chair and appropriate School Dean, and be submitted to the Registrar with appropriate signatures.

Independent Studies 497 (1-6 cr Contact time is determined by the type of experience outlined.)
Independent Study provides the student with an opportunity to pursue or explore a subject in more depth and with much less instructor supervision than is customary in a traditional course. Students must be upper-division status (60 or more completed semester hours), have completed 15 credit hours at the College, and hold a cumulative GPA of 2.5 or higher. Independent Study Application Form must be completed with consultation between the student and the instructor, be approved and signed by the Program Chair and appropriate School Dean, and be submitted to the Registrar with appropriate signatures.

Special Research Projects 498 (1-6 cr Contact time is determined by the type of experience outlined.)
Special Research Projects are designed for students who have reached senior status and have been identified by a Mercy College faculty sponsor to collaborate with them on a research project. Students must have accumulated 90 credit hours, be in good standing with the college and academic major, and have a cumulative GPA of a at least 3.0 to participate in a research project for credit. Faculty must identify the project description, objectives, student learning outcomes, assignments, all guidelines by which a student will be assessed, and a project calendar. Special Research Project outlines must follow appropriate research standards; meet expected levels of rigor for the credit hours, type of work, and level of major assigned.

Special Topics 299 (1-6 cr Contact time is determined by the type of experience outlined.)
Special Topics courses address current developments or special-interest topics in an aspect of the larger subject taught by the major or school at the associate degree level. Faculty must identify the course description, objectives, student learning outcomes, assignments, all guidelines by which a student will be assessed, and a course calendar. The rigor of instruction and expected student learning outcomes must be commensurate with the level of the course, the type of course, and credit hours assigned.

Special Topics 499 (1-6 cr Contact time is determined by the type of experience outlined.)
Special Topics courses address current developments or special-interest topics in an aspect of the larger subject taught by the major or school at the baccalaureate degree level. Faculty must identify the course description, objectives, student learning outcomes, assignments, all guidelines by which a student will be assessed, and a course calendar. The rigor of instruction and expected student learning outcomes must be commensurate with the level of the course, the type of course, and credit hours assigned.

General & Professional Education Courses

ART 120 Art Appreciation (3 cr)
Tours, guest speakers, and hands-on experiences will accompany in-classroom exploration of the history of art. Emphasis will be on the viewing, understanding, and appreciation of representative artworks. Mode of delivery: face-to-face. 3 lecture hours.

AST 130 Astronomy (3 cr)
This course provides students with an overview of the science of astronomy. The course is designed to be accessible to all students, including those with little or no scientific background. Methods of observation, our solar system, star evolution, the origins of our universe, and the search for life elsewhere in the cosmos are among the topics treated in the course. Prerequisites: None. Mode of Delivery: Web-based.

BHS 300 Practicum I (2 cr)
This course offers the opportunity to integrate, apply and be exposed to professions in the health care

organization during a 40 hour practicum. Student, faculty member and preceptor will mutually agree on area of study and practicum setting. Mode of delivery: web-based. 1.11 lecture hour, 2.66 practicum hours (40 contacts hours with preceptor). Fall, spring, and summer semester.

BHS 400 Practicum II (2 cr)
This course offers a second opportunity to integrate, apply and be exposed to professions in the health care organization during a 40 hour practicum. Student, faculty member and preceptor will mutually agree on area of study and practicum setting. PREREQUISITES: BHS 300. Mode of delivery: web-based. 1.11 lecture hour, 2.66 practicum hours (40 contacts hours with preceptor). Fall, spring, and summer semester.

BHS 450 Professional Preparation in Health Sciences (2 cr)
This course focuses on the tools and resources necessary to prepare for a career in the health sciences or admission into graduate school. Students will have the opportunity to meet with a career advisor, create professional resumes and cover letters, prepare for certification exams, and benefit from guest speakers within the human resources field and graduate school admissions. Mock interviews will also be held with local employers. PREREQUISITES: Approval of course instructor or program chair. Mode of delivery: face-to-face. 2 lecture hours. Summer semester.

BHS 465 Health Assessment (3 cr)
This course focuses on health assessment, health promotion, and disease prevention for major health concerns of individuals throughout the life span. Emphasis will be placed on introductory development of a health history and health risk profile and to perform physical assessment of clients of varying ages. Evidence-based screening tests for early detection of disease, immunizations and prophylaxis to prevent disease and counseling to modify risk factors that lead to disease will be explored. PREREQUISITES: BIO 101, 180, 185 COREQUISITE: STA 330. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

BIO 095 Introductory Biology (with Lab) (3 cr)
This course will expose the student to introductory biology with an emphasis on topics that are particularly related to health sciences. The main focus of this class is to develop problem-solving and critical thinking skills in the biological sciences at levels appropriate to students new to biology and the health sciences. The course will motivate students to learn biology by introducing them to various biology concepts and how these concepts are related to life. The accompanying labs will reinforce lecture through hands-on activities and experimentation. Students will acquire skills in visualizing the macroscopic and microscopic world of the biological and health sciences.
Mode of delivery: face-to-face. 2 lecture hours, 2 laboratory hours.

BIO 101 General Biology I (with Lab) (4 cr)
Explores fundamental principles and concepts of Biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. The laboratory component emphasizes lecture topics and includes studying invertebrate and vertebrate organisms. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall, Spring, and Summer semester.

BIO 102 General Biology II (with Lab) (4 cr)
This course is the second course in a two-semester sequence designed to stress the principles of biology. Life processes are examined primarily at the organismal and population levels. PREREQUISITE: BIO 101. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Spring and Summer semester.

BIO 130 Principles of Microbiology (with Lab) (4 cr)
This course in an investigation into the role of microorganisms in nature with a particular emphasis on human/microbial interactions. Basic concepts and practical applications of microbiology in medicine, immunology, and epidemiology will be explored. Mode of delivery: web-based. 3 lecture hours, 2 laboratory hours. Spring semester. May not meet major requirements.

BIO 180 Human Anatomy (with Lab) (4 cr)
This course offers basic concepts in human anatomical structures. It includes all major body systems with emphasis on histological, developmental and gross anatomy. The accompanying lab will reinforce lecture

through animal dissection and human prosection. PREREQUISITE: One year of high school biology, or BIO 095, or equivalent.
Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall, Spring, and Summer semester.

BIO 185 Human Physiology (with Lab) (4 cr)
This course studies detailed human physiology of the nervous system (CNS, PNS, Special Senses, Autonomic Nervous System, and Somatic Nervous System.) It studies cellular physiology, cardiovascular, blood, lymphatic, circulatory, respiratory, muscle physiology, digestive, urinary, reproductive, and endocrine systems. It also teaches the balances that must occur in the human body in fluid/acid base/energy/temperature. The accompanying lab will reinforce lecture through hands-on experimentation. PREREQUISITE: BIO 180. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall, Spring and Summer semester.

BIO 203 Microbiology (with Lab) (4 cr)
This course is designed to convey general concepts, methods, and applications of medical microbiology. Topics include: immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments; and the immunologic, pathologic, and epidemiological factors associated with diseases. PREREQUISITE: One year of high school biology, or BIO 095, or equivalent. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall, Spring and Summer semester.

BIO 302 Pathophysiology (3 cr)
This course presents a study of the etiology, pathogenesis, and manifestations of common conditions and dysfunctions seen in health care. PREREQUISITES: BIO 180, BIO 185 or consent of the instructor. Mode of delivery: face-to-face. 3 lecture hours. Fall, Spring and Summer Semester.

BIO 320 Genetics (with Lab) (4 cr)
An introduction to molecular genetics and to the basic principles of inheritance. Gene interactions, multiple-factor inheritance, chromosome inheritance, chromosome mapping, chromosomal and extra chromosomal inheritance. The roles of mutation, selection, migration, and genetic drift are investigated to determine the genetic composition of different populations. PREREQUISITES: BIO 101, 102. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall and Summer semester.

BIO 360 Immunology (3 cr)
This course will explore the basic science and clinical aspects of immunology, the study of the immune system. Basic immunology will cover topics such as innate immunity, inflammation, antigen-antibody reactions, lymphocyte activation, process of antibody production, and immunoregulation. Clinical topics will include host defense against infectious disease, hypersensitivity reactions, transplantation, autoimmune disease, immunodeficiencies, immunology of HIV infection, and vaccines. PREREQUISITE: BIO 203. Mode of delivery: face-to-face; web-based. 3 lecture hours. Fall, Spring, and Summer semester.

BIO 400 Pathogenic Microbiology (with Lab) (3 cr)
This course is designed as a study of medically important microorganisms. Emphasis is placed on the morphological and physiological properties of clinically significant pathogenic organisms and their relation to disease in humans. This course also includes mechanisms of pathogenesis, epidemiology, collection and transport of specimens, initial specimen processing, and identification of isolates by classical, automated and molecular techniques. PREREQUISITES: BIO 203, 302. Mode of delivery: face-to-face. 2 lecture hours, 2 laboratory hours. Summer Semester.

BIO 410 Advanced Anatomy (with Lab) (4 cr)
The gross human anatomy course provides an in-depth study of the human body using cadaveric dissection. PREREQUISITES: BIO 180, 185. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall and Spring Semester.

BIO 450 Histology and Embryology (with Lab) (4 cr)
This course will study microscopic anatomy dealing with the structures of cells, tissue and organs in relation to their functions and emphasize the embryologic development of the human body, the relationship between body structure and function, and the use of gross human anatomy in physical diagnosis. PREREQUISITES: BIO 180, 185.
Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Spring Semester.

BIO 460 Cell and Molecular Biology (3 cr)
This course is an introduction to the physical and chemical organization of living organisms; cell structure, function, and metabolism; classical and molecular genetics; gene regulation; genetic engineering; molecular aspects of development; and reproduction. PREREQUISITES: BIO 101, 102, 320. Mode of delivery: web-based. 3 lecture hours. Fall, Spring, and Summer semester.

CHE 095 Introductory Chemistry (with Lab) (3 cr)
This course will expose the student to introductory chemistry with an emphasis on topics that are particularly related to health sciences. The main focus of this class is to develop problem-solving and mathematical skills at levels appropriate to students new to chemistry and the health sciences. The course will motivate students to learn chemistry by showing them how to think through a problem and formulate solution strategies. The accompanying labs will reinforce lecture through hands-on experimentation. Students will acquire skills in visualizing the molecular world of health science. Mode of delivery: face-to-face. 2 lecture hours, 2 laboratory hours. Fall, Spring, and Summer semester.

CHE 101 General Chemistry I (with Lab) (4 cr)
This course teaches basic principles of general chemistry with an emphasis on topics that are particularly related to health sciences. This course explores chemical phenomena and principles with a heavy emphasis on developing an understanding of chemical structures and chemical bonding. Topics include solubility, concentration units and stoichiometry, nomenclature, atomic structure, the periodic table, chemical bonding, acids and bases, liquids and solids, gas laws, and solutions. The accompanying lab will reinforce lecture through experimentation. Students will acquire skills in handling chemical phenomena and principles and in manipulating mathematical formulations which describe the behavior of various chemical systems. Mode of delivery: face-to-face; web-based. 3 lecture hours. 2 laboratory hours. Fall, Spring, and Summer semester.

CHE 102 General Chemistry II (with Lab) (4 cr)
This course is the continuation of CHE 101 (General Chemistry I). This course will expose the student to basic principles of general chemistry with an emphasis on topics that are particularly related to health sciences. This course explores chemical kinetics and chemical equilibrium. It will cover advanced topics in acids and bases, particularly acid-base equilibria and solubility equilibria. Thermodynamics, particularly entropy, free energy, and their relationship to equilibrium will be explored. This course will also introduce the students to nuclear chemistry, organic chemistry, and electrochemistry. Topics in synthetic and natural organic polymers will also be covered. The accompanying labs will reinforce lecture through hands-on experimentation. Students will acquire skills in handling chemical phenomena and principles and in manipulating mathematical formulations which describe the behavior of various chemical systems. PREREQUISITES: CHE 101. Mode of delivery: face-to-face. 3 lecture hours. 2 laboratory hours. Fall, Spring, and Summer semester.

CHE 320 Organic Chemistry I (with Lab) (4 cr)
This course is the first semester organic chemistry. This course will expose the student to basic principles of organic chemistry with an emphasis on topics that are particularly related to health sciences. This course explores electronic structure and bonding of organic molecules. It will cover topics in acids and bases, organic nomenclature, alkenes and alkynes, and reactions of alkenes and of alkynes. Stereochemistry will be explored in detail. This course will also introduce the students to delocalized electrons and resonance. Topics in substitution and elimination reactions will also be covered. Students will also be introduced to the basic functional groups of organic compounds. The accompanying labs will reinforce lecture through hands-on experimentation. Students will acquire skills in handling chemical phenomena and principles and in three-dimensional structures of molecules. PREREQUISITES: CHE 101, 102. Mode of delivery: face-to-face. 3 lecture hours. 2 laboratory hours. Fall and Summer Semester.

CHE 321 Organic Chemistry II (with Lab) (4 cr)
This course is the second semester organic chemistry. In this course, students will be exposed to basic principles of organic chemistry with an emphasis on topics that are particularly related to health sciences. Students will the organic chemistry of carbonyl compounds and will study topics in oxidation and reduction reactions of carbonyl compounds, amines and heterocyclic compounds, amino acids and peptides and proteins, catalysis, and the organic chemistry of coenzymes. In addition to examining the details of metabolic pathways, students will be introduced to lipids, to nucleic acids, and to synthetic

polymers. Students will also explore pericyclic reactions and the organic chemistry of drug discovery and design. The accompanying labs will reinforce lecture through hands-on experimentation. Students will acquire skills in handling chemical phenomena and principles and in three- dimensional structures of molecules. PREREQUISITES: CHE 101, 102, 320. Mode of delivery: face-to-face. 3 lecture hours. 2 laboratory hours. Spring Semester.

CHE 420 Biochemistry (with Lab) (4 cr)
In this course, students will be exposed to basic principles of biochemistry with an emphasis on topics that are particularly related to health sciences. Students will explore amino acids and the primary structures, three dimensional structures, and functions of proteins. Students will also study topics in properties and mechanisms of enzymes, coenzymes, vitamins, carbohydrates, and lipids. In addition, students will study metabolism, including metabolism of lipid, amino acid, and nucleotide. Other topics that will be covered include glycolysis, gluconeogenesis, electron transport, ATP synthesis, and the citric acid cycle. In addition to examining the details of photosynthesis, students will be introduced to nucleic acids, DNA replication, repair, recombination, transcription, RNA processing, and protein synthesis. The accompanying labs will reinforce lecture through hands-on experimentation and introduce students to literature reading. Students will acquire skills in handling chemical phenomena and principles and in three-dimensional structures of molecules. PREREQUISITES: CHE 101, 102, 320. Mode of delivery: face-to-face. 3 lecture hours. 2 laboratory hours. Fall and Spring Semester.

CMP 120 Computer Informatics (3 cr)
This course provides an overview of microcomputer applications including a brief introduction to computer concepts, Microsoft Windows, Microsoft Word, Excel, PowerPoint, and Outlook. This course focuses on the use of computer software for information research and management in the educational process. The course includes electronic library searching and use of the Internet for research purposes. This course will also provide opportunity to navigate through a learning management system. Mode of delivery: face-to-face. 3 lecture hours.

DMS 101 Foundations of Ultrasound (3 cr)
This course is an introduction to the profession of Diagnostic Medical Sonography, its history, future, professional and accrediting organizations, and the relationship between the sonographer and the patient. Incorporated is information on role participation within the health care team, ethical and legal principles, patient care techniques, OSHA requirements, and universal precaution procedures and regulations. Modern issues in health care are discussed. PREREQUISITES: BIO 180, ENG 101, MED 101, MAT 120, PHY 101. COREQUISITES: DMS 103, DMS 107, DMS 108 and DMS 115 for Cardiovascular or DMS 101, DMS 103, DMS 111, DMS 112 and DMS 116 for Ab/ObGyn. Mode of delivery: web-assisted. 3 lecture hours. Fall semester.

DMS 103 Ultrasound Physics I (2 cr)
This course provides fundamental principles of ultrasound physics and instrumentation. The concepts essential to skilled diagnostic ultrasound imaging are correlated to the operating principles of ultrasound equipment. PREREQUISITES: BIO 180, ENG 101, MED 101, MAT 120, PHY 101. COREQUISITES: DMS 101, (DMS 107, DMS 108 and DMS 115 for Cardiovascular or DMS 111, DMS 112 and DMS 116 for Ab/ObGyn). Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

DMS 107 Cardiovascular Lab I (1 cr)
This course is designed to develop competence in the identification and manipulation of diagnostic ultrasound equipment. In addition, the student will begin basic imaging skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: BIO 180, ENG 101, MED 101, MAT 120, PHY 101. COREQUISITES: DMS 101, DMS 103, DMS 108 and DMS 115. Mode of delivery: face-to-face. 2 laboratory hours. Fall semester.

DMS 108 Cardiovascular Clinical I (1 cr)
This course develops basic competence in the identification and manipulation of diagnostic ultrasound equipment. Students perform observational rotations in a variety of diagnostic ultrasound settings and are introduced to basic departmental operations. Correlation of theory to practice is measured through attendance, weekly manual check- offs, affective competency evaluations, descriptive clinical logs, retention tests, clinical competencies, and the final challenge exam. PREREQUISITES: BIO 180, ENG

101, MED 101, PHY 101. COREQUISITES: DMS 101, DMS 103, DMS 107 and DMS 115. Mode of delivery: face-to-face. 8 clinical hours. Fall semester.

DMS 111 General Lab I (1 cr)
This course is designed to develop competence in the identification and manipulation of diagnostic ultrasound equipment. In addition, the student will begin basic imaging skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: BIO 180, ENG 101, MED 101, MAT 120, PHY 101. COREQUISITES: DMS 101, DMS 103, DMS 112, DMS 116. Mode of delivery: face-to-face. 2 laboratory hours. Fall semester.

DMS 112 General Clinical I (1 cr)
This course develops basic competence in the identification and manipulation of diagnostic ultrasound equipment. Students perform observational rotations in a variety of diagnostic ultrasound settings and are introduced to basic departmental operations. Correlation of theory to practice is measured through attendance, weekly manual check- offs, affective competency evaluations, descriptive clinical logs, retention tests, clinical competencies, and the final challenge exam. PREREQUISITES: BIO 180, ENG 101, MED 101, PHY 101. COREQUISITES: DMS 101, DMS 103, DMS 111, DMS 116. Mode of delivery: face-to-face. 8 clinical hours. Fall semester.

DMS 115 Applied Cardiovascular I (4 cr)
This course relates knowledge of cardiovascular anatomy and physiology to the principles of ultrasound imaging. Cross-sectional cardiovascular anatomy is correlated with two-dimensional techniques. PREREQUISITES: BIO 180, ENG 101, MED 101, MAT 120, PHY 101. COREQUISITES: DMS 101, DMS 103, DMS 107, DMS 108. Mode of delivery: face-to-face. 4 lecture hours. Fall semester.

DMS 116 Applied General I (4 cr)
This course relates knowledge of Ab/ObGyn anatomy and physiology to the principles of ultrasound imaging. Cross-sectional anatomy is correlated with two-dimensional techniques. PREREQUISITES: BIO 180, ENG 101, MED 101, MAT 120, and PHY 101. COREQUISITES: DMS 101, DMS 103, DMS 111, and DMS 112. Mode of delivery: face-to-face. 4 lecture hours. Fall semester.

DMS 117 Applied Cardiovascular II (3 cr)
This course furthers knowledge of cross-sectional anatomy and physiology as related to the principles of ultrasound imaging. Students will begin to relate the understanding of sonographic anatomy and physiology to imaging techniques and sonographic protocols. PREREQUISITES: BIO 185, DMS 101, DMS 103, DMS 107, DMS 108, and DMS 115. COREQUISITES: DMS 122, DMS 123 and DMS 125. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

DMS 118 Applied General II (3 cr)
This course furthers knowledge of cross-sectional anatomy and physiology as related to the principles of ultrasound imaging. In addition an introduction to pathology encountered in the clinical setting will be presented. Students will begin to relate the understanding of sonographic anatomy and physiology to imaging techniques and sonographic protocols. PREREQUISITES: BIO 185, DMS 101, DMS 103, DMS 111, DMS 112, and DMS 116. COREQUISITES: DMS 126, DMS 127 DMS 125. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

DMS 122 Cardiovascular Lab II (2 cr)
Laboratory experiences will reinforce lecture content and further the students' knowledge of scanning techniques. The students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: BIO 185, DMS 101, DMS 103, DMS 107, DMS 108, and DMS 115. COREQUISITES: DMS 117, DMS 123, DMS 125. Mode of delivery: face-to-face. 4 laboratory hours. Spring semester.

DMS 123 Cardiovascular Clinical II (2 cr)
This clinical rotation introduces patient assessment techniques. In addition, the student will begin performing basic imaging and technical competencies in the clinical setting. Correlation of theory to practice is measured through weekly manual check-offs, CEUs, professional skills evaluations, retention tests, technical competencies, and final challenge exam(s). PREREQUISITES: BIO 185, DMS 101, DMS

103, DMS 107, DMS 108, and DMS 115. COREQUISITES: DMS 117, DMS 122, DMS 125. Mode of delivery: face-to-face. 16 clinical hours. Spring semester.

DMS 125 Ultrasound Physics II (2 cr)
This course builds on Ultrasound Physics I and focuses on blood-flow dynamics and an examination of Doppler principles and waveform analysis. PREREQUISITES: BIO 185, DMS 101, DMS 103, (DMS 107, DMS 108 and DMS 115 for Cardiovascular or DMS 111, DMS 112 and DMS 116 for Ab/ObGyn). COREQUISITES: DMS 117, and DMS 122, DMS 123 for Cardiovascular or DMS 118, DMS 126, DMS 127 for Ab/ObGyn. Mode of delivery: face-to-face. 2 lecture hours. Spring semester.

DMS 126 General Lab II (2 cr)
Laboratory experiences will reinforce lecture content and further the students' knowledge of scanning techniques. The students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: BIO 185, DMS 101, DMS 103, DMS 111, DMS 112, and DMS 116. COREQUISITES: DMS 118, DMS 127, DMS 125. Mode of delivery: face-to-face. 4 laboratory hours. Spring semester.

DMS 127 General Clinical II (2 cr)
This clinical rotation introduces patient assessment techniques. In addition, the student will begin performing basic imaging competencies in the clinical setting. Correlation of theory to practice is measured through weekly manual check-offs, CEUs, professional skills evaluations, retention tests, technical competencies, and final challenge exam(s). PREREQUISITES: BIO 185, DMS 101, DMS 103, DMS 111, DMS 112, and DMS 116. COREQUISITES: DMS 118, DMS 125, DMS 126. Mode of delivery: face-to-face. 16 laboratory hours. Spring semester.

DMS 133 Cardiovascular Clinical III (2 cr)
Students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills related to critical thinking and problem solving in the clinical area. In addition, students will be introduced to procedures performed in progressive clinical environments. Correlation of theory to practice is measured through attendance, weekly manual check-offs, CEUs, professional skills evaluations, retention tests, technical competencies, and final challenge exam(s). This course builds on the knowledge, skills, and attitudes acquired in DMS 105 and DMS 120. Students will demonstrate an increasing degree of competence in the performance of cardiovascular techniques. PREREQUISITES: DMS 117, DMS 122, DMS 123, DMS 125. COREQUISITE: DMS 134, DMS 215, BIO 302. Mode of delivery: face-to-face. 16 clinical hours. Summer semester.

DMS 134 Cardiovascular Lab III (1 cr)
Laboratory experiences will reinforce lecture content and further the students' knowledge of scanning techniques. The students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: DMS 117, DMS 122, DMS 123, DMS 125. COREQUISITE: DMS 133, DMS 215 BIO 302. Mode of delivery: face-to-face. 2 laboratory hours. Summer semester.

DMS 137 General Clinical III (2 cr)
Students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills related to critical thinking and problem solving in the clinical area. In addition, students will be introduced to procedures performed in progressive clinical environments. Correlation of theory to practice is measured through attendance, weekly manual check-offs, CEUs, professional skills evaluations, retention tests, technical competencies, and final challenge exam(s). This course builds on the knowledge, skills, and attitudes acquired in DMS 106 and DMS 121. Students will demonstrate an increasing degree of competence in the performance of abdominal and obstetric techniques. PREREQUISITES: DMS 118, DMS 125, DMS 126, DMS 127. COREQUISITE: DMS 138, DMS 216, BIO 302. Mode of delivery: face-to-face. 16 clinical hours. Summer semester.

DMS 138 General Lab III (1 cr)
Laboratory experiences will reinforce lecture content and further the students' knowledge of scanning techniques. The students will continue to demonstrate an increasing degree of speed and efficiency in

their performance of skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: DMS 118, DMS 126, DMS 127, DMS 125. COREQUISITE: DMS 137, DMS 216, BIO 302. Mode of delivery: face-to-face. 2 laboratory hours. Summer semester.

DMS 204 Cardiovascular Lab IV (2 cr)
Laboratory experiences will reinforce lecture content and further the students' knowledge of scanning techniques. The students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: DMS 110, DMS 134, DMS 215, and BIO 302. COREQUISITE: DMS 209, DMS 225. Mode of delivery: face-to-face. 2 laboratory hours. Fall semester.

DMS 207 General Lab IV (2 cr)
Laboratory experiences will reinforce lecture content and further the students' knowledge of scanning techniques. The students will continue to demonstrate an increasing degree of speed and efficiency in their performance of skills. Correlation of theory to practice is measured through attendance, retention tests, and weekly assignments. PREREQUISITES: DMS 138, DMS 137, DMS 216, BIO 302. COREQUISITE: DMS 211, DMS 226. Mode of delivery: face-to-face. 2 laboratory hours. Fall semester.

DMS 209 Cardiovascular Clinical IV (3 cr)
Students will integrate patient history and physical findings to determine appropriate areas of interest for quality diagnostic exams. Students continue to develop and demonstrate an increasing degree of competence in their performance of skills related to critical thinking and problem solving in the clinical area. In addition, students will demonstrate an increasing degree of speed and competence in the performance of echocardiography exams, as well as, vascular and advanced examinations. Correlation of theory to practice is measured through attendance, lab participation, weekly manual check-offs, professional skills evaluations, retention tests, clinical competencies, and the final challenge exam. PREREQUISITES: DMS 134, DMS 215, and BIO 302. COREQUISITE: DMS 209, DMS 225. Mode of delivery: face-to-face. 24 clinical hours. Fall semester.

DMS 211 General Clinical IV (3 cr)
Students will integrate patient history and physical findings to determine appropriate areas of interest for quality diagnostic exams. Students continue to develop and demonstrate an increasing degree of competence in their performance of skills related to critical thinking and problem solving in the clinical area. In addition, students will demonstrate an increasing degree of speed and competence in the performance of complete abdominal, OB, and gynecological exams, as well as, small parts and advanced examinations. Correlation of theory to practice is measured through attendance, lab participation, weekly manual check-offs, professional skills evaluations, retention tests, clinical competencies, and the final challenge exam. PREREQUISITES: DMS 138, DMS 137, DMS 216, BIO 302. COREQUISITE: DMS 211, DMS 226. Mode of delivery: face-to-face. 24 clinical hours. Fall semester.

DMS 215 Applied Cardiovascular III (4 cr)
This course provides an overview of the basic aspects of cardiovascular related illness and its effects on the human system. Causes, symptoms, diagnosis, and treatments of disease are discussed. The effects of cardiovascular disease are correlated with changes seen on images obtained in the clinical setting. In addition, advanced imaging and Doppler techniques that will assist the physician in an appropriate diagnosis of cardiovascular disease are presented. PREREQUISITES: DMS 117, DMS 122, DMS 123, DMS 125. COREQUISITE: BIO 302, DMS 132, DMS 134. Mode of delivery: face-to-face. 4 lecture hours. Summer semester.

DMS 216 Applied General III (4 cr)
This course focuses on the skills needed to perform advanced imaging and invasive techniques, which will assist the physician in an appropriate diagnosis of disease. Causes, symptoms, evaluation methods, and diagnosis of disease are discussed. The effects of disease, and its sonographic appearance, are correlated with experiences in the clinical setting. PREREQUISITES: DMS 118, DMS 125, DMS 126, DMS 127. COREQUISITE: BIO 302, DMS 138, and DMS 137. Mode of delivery: face-to-face. 4 lecture hours. Summer semester.

DMS 225 Applied Cardiovascular IV (3 cr)
This course discusses advanced cardiovascular ultrasound patholic analysis in areas such as pediatric, transesophageal, stress echocardiography, and vascular technology. Techniques used in a progressive clinical environment will also be covered. In addition, contrast echocardiography and the future of ultrasound is presented. PREREQUISITES: BIO 302, DMS 134, DMS 215. COREQUISITES: DMS 204, DMS 209. Mode of delivery: face-to-face. 3 lecture hours. Fall semester.

DMS 226 Applied General IV (3 cr)
This course discusses advanced Ab/ObGyn ultrasound techniques performed in a progressive clinical environment. PREREQUISITES: BIO 302, DMS 136, DMS 137, DMS 216. COREQUISITES: DMS 207, DMS 211. Mode of delivery: face-to-face. 3 lecture hours. Fall semester.

DMS 230 Cardiovascular Clinical V (3 cr)
Students will demonstrate an increasing degree of speed and efficiency in their performance of skills related to critical thinking and problem solving in the clinical area. In addition, students will be introduced to procedures performed in a progressive clinical environment. PREREQUISITES: DMS 225, DMS 208, DMS 209. COREQUISITES: DMS 233. Mode of delivery: face-to-face. 24 clinical hours. Spring semester.

DMS 231 General Clinical V (3 cr)
Students will demonstrate an increasing degree of speed and efficiency in their performance of skills related to critical thinking and problem solving in the clinical area. In addition, students will be introduced to procedures performed in a progressive clinical environment. PREREQUISITES: DMS 226, DMS 207, and DMS 211. COREQUISITES: DMS 234. Mode of delivery: face-to-face. 24 clinical hours. Spring semester.

DMS 233 Cardiovascular Seminar (2 cr)
This course provides a comprehensive review prior to the ARDMS National Registry Examinations. PREREQUISITES: DMS 225, DMS 204, DMS 209. COREQUISITES: DMS 230. Mode of delivery: face-to-face. 2 lecture hours. Spring semester.

DMS 234 General Seminar (2 cr)
This course provides a comprehensive review prior to the ARDMS National Registry Examinations. PREREQUISITES: DMS 226, DMS 207, DMS 211. COREQUISITES: DMS 231. Mode of delivery: face-to-face. 2 lecture hours. Spring semester.

ECN 202 Economics (3 cr)
This course is a survey analysis of micro and macro economics. An analysis of the fundamental concepts and principles of production, price, distribution, money, and banking is included. Mode of delivery: face-to-face. 3 lecture hours.

EDU 301 Educational Methodologies (3 cr)
The student will learn how to develop a curriculum framework appropriate to the course content, instructional methodologies and techniques; how to establish learning environments, theories of classroom management; how to develop and evaluate subject matter; how to create a teaching plan; how to develop a teaching style and philosophy; and how to evaluate student learning. Mode of delivery: face-to-face. 3 lecture hours.

EDU 350 Education Psychology (3 cr)
This course examines research, theory, and practice relevant to theories of intelligence, teaching and learning; cognitive, social, physical, and emotional development across the life span; and understanding human behavior. Mode of delivery: face-to-face. 3 lecture hours.

EDU 410 Curriculum Development (3 cr)
This is the study of the basic principles and procedures needed in the development of curricula. It includes basic principles and skills for effective planning, instruction, and classroom management. Included are learning theories applicable to curriculum construction with emphasis on mechanisms to integrate didactic and clinical education components in the allied health professions. Mode of delivery: face-to-face. 3 lecture hours.

EDU 430 Staff and Professional Development (3 cr)
This course explores professional and staff development within an organization. It includes the following: understanding learning cultures with an organization, assessing professional and staff development needs, developing a professional and staff development programs, and developing teaching and learning programs as a function of patient education. Mode of delivery: face-to-face. 3 lecture hours.

EDU 440 Public Health Advocacy (3 cr)
This course is an overview of public health issues related to health care. The course includes an overview of the following health care related issues: ethics, constitutional considerations, access to health care, end of life, reproductive health; fraud and abuse, government regulation, confidentiality, and ethical decision making. Mode of delivery: face-to-face. 3 lecture hours.

EDU 480 Essentials of Preceptorship (3 cr)
This course will provide allied health professionals with the tools to become effective preceptors in their clinical settings. Emphasis is placed on enhancing skills of the preceptor by including development of preceptee instruction in critical thinking skills, strategies for dealing with conflict, essential steps to evaluate performance and providing feedback to the preceptee. PRE-REQUISITES: To be in the last semester, or have completed the clinical component of an accredited health care related major, completion of a health care related Associates degree, or with the Dean of Liberal Arts and Sciences approval. Mode of delivery: web-based. 3 lecture hours.

EM 109 Emergency Medical Technician (6 cr)
This course is intended to prepare a medically competent EMT to operate in the field. This includes all skills necessary for the individual to provide emergency medical care at a basic life support level with an ambulance service or other specialized services. Students will also complete a clinical internship in a Hospital Emergency Department and will participate as an "extra" crew member on actual EMS calls as part of this course. Students who wish to complete this course for no college academic credit should register for EM0109. Mode of delivery: face-to-face. 4 lecture hours, 4 laboratory hours, and 3 clinical hours. Fall, Spring, and Summer semester.

EM 270 Critical Care Paramedic (6 cr)
Students enrolled in this course are seeking national certification as a critical care paramedic, flight paramedic, certified flight registered nurse, or Iowa endorsement as a Critical Care Paramedic. Through a combination of didactic, lab, clinical internship, and field internship with a aeromedical transport service graduates are prepared to perform patient care skills for acutely ill and/or injured patients beyond the traditional role of a paramedic. Topics from the course include: flight physiology, hemodynamic monitoring, fetal heart monitoring, advanced pharmacology, and mechanical circulatory and ventilator support. PREREQUISITE: Current certification at the NREMTP or Iowa Paramedic Specialist level.

NOTE: Course is also open to students who have current licensure as a Registered Nurse or Registered Respiratory Therapist. Mode of delivery: face-to-face. 4 lecture hours, 2 laboratory hours. Fall, Spring, and Summer semester.

EMS 110 Foundations of Paramedic Practice I (4 cr)
This course provides the student with information regarding the role of the advanced pre-hospital care provider. This course is designed to provide the student with a framework of information to guide their actions as a future paramedic. Medicolegal and ethical issues in patient care, therapeutic communication, documentation, and the EMS role in public health are included in this class. PREREQUISITE: EMS 089 or EMS 109 or EMT Basic/EMT Certification, COREQUISITES: EMS 111, EMS 112, EMS 113, EMS 114. Fall and Spring semester. Mode of delivery: face-to-face. 4 lecture hours.

EMS 111 Foundations of Paramedic Practice II (3 cr)
This course will provide information on structural human anatomy and physiology. The student will learn assessment of normal physiologic functions and how aging and/or the presence of disease can alter those functions. Basic principles of pharmacology such as drug legislation, drugs and chemical classes, and pharmacodynamics will also be introduced in this course. PREREQUISITE: EMS 089 or EMS 109 or EMT Basic/EMT Certification; COREQUISITES: EMS 110 EMS 112, EMS 113, and EMS 114. Fall and Spring semester. Mode of delivery: face-to-face. 3 lecture hours.

EMS 112 EMS Skills Lab I (2 cr)
This course offers students simulated patient practice in demonstrating the concepts and understanding of the roles and responsibilities of a paramedic, pharmacology, medication administration, venous access and airway management. Student skill competencies are validated during this course in preparation for actual patient encounters. COREQUISITES: EMS 110, EMS 111, EMS 113, and EMS 114. Mode of delivery: face-to-face. 4 skills lab hours. Fall and Spring semester.

EMS 113 EMS Clinical I (2 cr)
This introductory course offers students actual patient practice in demonstrating the concepts and understanding of the roles and responsibilities of a paramedic. This course focuses on mastery of Basic Life support skills and acquisition of Advanced Life Support skills through observation and performance under the direct supervision of a Preceptor. Medication Administration, IV Therapy, and Airway Management are skills observed and performed by students during this course. Students participate in clinical rotations in the Emergency Department, Ambulatory Surgery, Surgery, Post Anesthesia Recovery and Respiratory Department. COREQUISITES: EMS 110, EMS 111, EMS 112, EMS 114. Mode of delivery: face-to-face. 6 clinical hours. Fall and Spring semester.

EMS 114 EMS Field Practicum I (1 cr)
This introductory course offers students actual patient practice in the Pre-Hospital arena. The students have opportunities demonstrate the concepts and understanding of the roles and responsibilities of a paramedic. This course focuses on mastery of Basic Life support skills and acquisition of Advanced Life Support skills through observation and performance under the direct supervision of an EMS Preceptor. Medication Administration, IV Therapy, and Airway Management are skills observed and performed by students in this course. Mode of delivery: face-to-face. 3 field practicum hours. Fall and Spring semester.

EMS 130 Management of Medical Emergencies (4 cr)
This course offers students concepts and understanding of medical emergencies, involving body systems such as cardiovascular, endocrine, renal and respiratory systems. Prehospital management of those emergencies is covered as well. This course will also include infectious diseases, toxicology, hematology, and environmental conditions. PREREQUISITE: EMS 110, EMS 111, EMS 112, and EMS 113; COREQUISITES: EMS 131, EMS 132, EMS 133 and EMS 134. Mode of delivery: face-to-face. 4 lecture hours. Fall and Spring semester.

EMS 131 Management of Traumatic Emergencies (3 cr)
This course offers students concepts and understanding of traumatic emergencies, including prehospital management of those emergencies. This course will also include shock trauma resuscitation. PREREQUISITE: EMS 110, EMS 111, EMS 112, and EMS 113; COREQUISITES: EMS 130, EMS 132, and EMS 133. Mode of delivery: face-to-face. 3 lecture hours. Fall and Spring semester.

EMS 132 EMS Skills Lab II (1 cr)
This course offers students simulated patient practice in demonstrating the concepts and understanding of medical emergencies and traumatic emergencies, including pre-hospital management of those emergencies. Student's skill competencies are validated during this course in preparation for actual patient encounters. PREREQUISITE: EMS 110, EMS 111, EMS 112, and EMS 113; COREQUISITES: EMS 130, EMS 131, and EMS 133. Mode of delivery: face-to-face. 2 skills lab hours. Fall and Spring semester.

EMS 133 EMS Clinical II (2 cr)
This course offers students actual patient practice in demonstrating the concepts and understanding of medical emergencies, including pre-hospital management of those emergencies. This course also focuses on disease pathophysiology and the continuum of care from the Pre-hospital environment to the patient discharge from the Hospital. Students participate in clinical rotations in the Emergency Department, Coronary Care Unit, Intensive Care Unit, Surgical/Trauma Intensive Care Unit, and Cardiac Catheterization Lab. PREREQUISITE: EMS 110, EMS 111, EMS 112, and EMS 113; COREQUISITES: EMS 130, EMS 131, and EMS 132. Mode of delivery: face-to-face. 6 clinical hours. Fall and Spring semester.

EMS 134 EMS Field Practicum II (2 cr)
This course offers the student actual patient practice in the pre-hospital arena. Students in this course

function as an “extra” EMS Team member on EMS calls. Students enrolled in this course will perform patient assessments, perform advanced life support skills, and will participate in the implementation of treatment plans for patients on EMS calls under the direct supervision of an EMS Preceptor. EMS Team member dynamics, communication, use of resources and documentation will also be covered in this course. Mode of delivery: face-to-face. 6 field hours. Fall and Spring semester.

EMS 160 Care of Special Populations (3 cr)
This course offers students concepts and understanding of patients who have or present with special needs and/or considerations. This course will include obstetrics, pediatrics and neonatology, assessment-based management, and abuse and assault. PREREQUISITE: EMS 130, EMS 131, EMS 132, and EMS 133; COREQUISITES: EMS 161, EMS 162, and EMS 163. Mode of delivery: face-to-face. 3 lecture hours. Summer semester.

EMS 161 EMS Operations (3 cr)
This course offers students concepts and understanding of ambulance operations and incident command. This course will also include rescue, HAZMAT, rural EMS, terrorism, and crime scene awareness. PREREQUISITE: EMS 130, EMS 131, EMS 132, and EMS 133; COREQUISITES: EMS 160, EMS 162, and EMS 163. Mode of delivery: face-to-face. 3 lecture hours. Summer semester.

EMS 162 Transition to EMS Team Leader (2 cr)
Students in this course will transition from their role as a team member to the team leader. The course will focus on the team leader role in directing an EMS crew during difficult EMS patient encounters such as critically ill or injured cardiac, trauma, or pediatric patients. Management of difficult scenes, delegating responsibilities, team dynamics and communication techniques will be covered as well. The Medical Director Interview and comprehensive testing requirements for exiting the Paramedic major are included as components of this course. PREREQUISITE: EMS 130, EMS 131, EMS 132, and EMS 133; COREQUISITES: EMS 160, EMS 161, and EMS 163. Mode of delivery: face-to-face. 4 lecture hours. Summer semester.

EMS 163 Clinical III (2 cr)
This course offers students actual patient practice in demonstrating the concepts and understanding of medical and/or traumatic emergencies affecting special populations such as pediatrics, obstetric patients and special needs patients. Students participate in clinical rotations in the Emergency Department, General Pediatrics Floor, Pediatric Emergency Department, Pediatric ICU, Neonatal ICU, Labor and Delivery. PREREQUISITE: EMS 130, EMS 131, EMS 132, and EMS 133; COREQUISITES: EMS 160, EMS 161, and EMS 162. Mode of delivery: face-to-face. 6 clinical hours. Summer semester.

EMS 164 Field Practicum III (2 cr)
Students enrolled in this course will function as an EMS Team leader. Under the supervision of an approved preceptor, students will perform patient assessments, formulate a treatment plan, and provide patient care according to physician orders. Other aspects of EMS Operations and the role of the EMS Team leader will be performed by the student as well. EMS field internship requirements are completed in this course. Mode of delivery: face-to-face. 6 field practicum hours. Summer semester.

ENG 095 College Preparatory Writing (3 cr)
This course introduces students to writing at the basic sentence and paragraph levels including the use of appropriate grammar, syntax, punctuation, spelling and editing techniques. Students will learn how to properly construct a paper, practice writing essays and become basically proficient in elementary APA formatting in preparation for Composition I. Mode of delivery: face-to-face. 3 lecture hours.

ENG 101 English Composition I (3 cr)
Students will focus on the writing process including prewriting, drafting, revising, and editing. This course also addresses the basic elements of composition including organizing ideas for paragraphs and larger units of writing, and employing logic, evidence, and persuasion. Mode of delivery: face-to-face. 3 lecture hours. Fall, Spring and Summer semester.

ENG 102 English Composition II (3 cr)
Continued practice in the writing process, with assignments that teach students to deliberate on issues and ideas and present carefully reasoned, well-supported, and documented arguments in support of their opinions. Course includes strategies of persuasion and analysis, research, methods of documentation,

and other discourse conventions of college writing. Students will learn to formulate questions, gather information, analyze sources and properly acknowledge them, support assertions with strong and detailed evidence, and shape information, evidence, and tone to meet the demands of a specific context and reader. PREREQUISITE: ENG 101 or equivalent. Mode of delivery: face-to-face, or web-based. 3 lecture hours. Fall, Spring and Summer semester.

ENG 165 African American Literature (3 cr)
A survey of American literature from the perspective of African American writers beginning with the literature of slavery and freedom dating from the 1700s. The course will span the musical history, vernacular tradition, and protest writings through modern times. The historical context of the works will be emphasized throughout the course. PREREQUISITE: ENG 101. Mode of delivery: web-based. 3 lecture hours.

ENG 225 Young Adult Literature and Medicine
This course approaches ethical, social, and psychological issues in health care by identifying and challenging concepts of the caregiver-patient relationships as depicted in Young Adult Literature. Critical study and evaluation of the genre will frame exploration from altering perspectives and in diverse social environments, historical contexts, and cultural surroundings. Emphasized skills include critical close-reading, research, and oral/written argument through class discussion, essays, and presentations. PREREQUISITE: ENG 101 or equivalent.
Mode of delivery: face-to-face, or web-based. 3 lecture hours. Fall and Spring semester.

ENG 335 Literature and Medicine (3 cr)
This course approaches ethical, social, and psychological issues in health care by identifying and challenging concepts of the caregiver-patient relationship and of body as depicted in literary texts. Literature from various genres and a solid introduction to literary criticism will frame exploration of the caregiver-patient relationship from altering perspectives and in diverse social environments, historical contexts, and cultural surroundings. The course emphasizes skills of critical close-reading, research, oral and written argument through class discussion, essays, and presentations. PREREQUISITE: ENG 101. Mode of delivery: face-to-face, web-based. 3 lecture hours. Spring and Summer semester.

EPI 340 Epidemiology (3 cr)
Epidemiology is the method used to find the causes of health outcomes and diseases in populations. In epidemiology, the patient is the community and individuals are viewed collectively. The purpose of this course is to introduce students to epidemiological and biostatistical principles including concepts of rates, causation and disease surveillance. The role of health communications will be described in addition to selected tools of disease control and health promotion including interventions such as vaccinations, screening, counseling and education, environmental–occupational, legal, and policy approaches. PREREQUISITES: BIO 360 Mode of delivery: web-based. 3 lecture hours. Fall semester

ESL 095 ESL Communications and College Preparatory Course (3 cr)
This course introduces students who have English as a second language (ESL/ELL) to health care communication, study skills, and test taking strategies that will help them throughout their college careers. Students will learn the essentials of health care communication as it relates to patients and co-workers and also learn the basic skills necessary to be successful at the college level. Mode of delivery: face-to-face. 3 lecture hours. Offered as needed.

FRE 101 French I (3 cr)
This course focuses on pronunciation, vocabulary and the essentials of grammatical structures with an emphasis on aural-oral practice in the learning of spoken French. Mode of delivery: face to face; web assisted. 3 lecture hours. Fall semester.

GLS 220 Cultural Perspectives on Global Health (3 cr)
This course offers an educational immersion opportunity. The immersion opportunity includes cultural, historical, environmental, health care, and global concerns. Learning outcomes and objectives will be achieved through preparatory study modules, excursions, experiential activities, guest speakers, group discussions, reflective journaling and a final paper. Mode of delivery: web based. 3 lecture hours. Must be taken with the immersion trip.

HCA 301 Health Care Delivery in the United States – A Consumer Perspective (3 cr)
This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political, and social aspects of health care delivery at the federal, state, and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions, and funding. Mode of delivery: web-based. 3 lecture hours. Fall, Spring, and Summer semesters.

HCA 303 Health Care Economics (3 cr)
This course explores some of the major issues facing the health care industry and the effect that public policy and business environment has on a health care organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions. CROSS LISTED: MGT 303. Mode of delivery: web-based. 3 lecture hours. Fall and Spring semester.

HCA 304 Human Resources Management in Health Care (3 cr)
This course analyzes human resources functions including recruitment, selection and retention strategies. Consideration is given to job satisfaction, design of work teams, job analysis, design, description and evaluation, collective bargaining, staffing, performance appraisal, employee discipline, management, and staff education. CROSS LISTED: MGT 304. Mode of delivery: web-based. 3 lecture hours. Fall and Summer semester.

HCA 305 Principles of Management in Health Care (3 cr)
This course combines classroom and clinical discussions/experiences to provide an overview of management functions including planning, organizing, directing, and controlling. It studies the basics of leadership communication, motivation, change theories, organizational culture, problem solving, conflict and negotiation, decision-making, productivity measurement, the TQM process, resource allocation, and mission and values development. CROSS LISTED: MGT 305. Mode of delivery: web-based. 3 lecture hours. Fall and Spring semester.

HCA 320 Marketing Strategies in Health Care (3 cr)
This course examines variables and techniques for marketing organizations. Topics include customer behavior, competition in the market, advertising, promotion, branding, customer satisfaction strategies, consumer satisfaction measurement and reporting. Mode of delivery: web-based. 3 lecture hours. Spring and Summer semester.

HCA 324 Information Resources in Health Care (3 cr)
This course explores the opportunities and challenges inherent in the use of health care management information systems in clinical and non-clinical applications. Subsystems include pathology, nursing, clinical laboratory, radiology, physiology, clinics, education, and financial management. CROSS LISTED: MGT 324. Mode of delivery: web-based. 3 lecture hours. Fall and Spring semester.

HCA 404 Legal/Ethical Aspects of Health Care (3 cr)
This course examines the contemporary application of legal and ethical issues involved in the management and delivery of health care services. Topics covered include contracts, torts, damages, negligence, risk management, patient rights, liability of hospital and staff for personal injury to patients, medical records and disclosure of patient information, informed consent, ethical billing and coding practices, medical staff credentialing, and ethical issues in health care. PREREQUISITES: 15 credit hours of HCA courses or approval of Chair of Health Care Administration. CROSS LISTED: MGT 404. Mode of delivery: web-based. 3 lecture hours. Spring semester.

HCA 405 Leadership Strategies in Health Care (3 cr)
Are leaders born or made? What are the essential skills for leaders in the 21st century? This course will provide students with the opportunity to examine historical and current leadership theories, use critical thinking in case study scenarios, and discuss how servant leadership fits within the role of today's health care leaders. Emphasis is placed on the essential skills effective leaders must develop and implement, such as elaborating a mission, vision, and values, effectively communicating with culturally diverse

individuals and teams, strategically managing an organization and facilitating change, overseeing finances, modeling legal/ethical behaviors, measuring leadership initiative outcomes, establishing mentorship responsibilities, and implementing succession planning. Students will examine their own leadership potential and develop a personal leadership philosophy. PREREQUISITES: 15 credit hours of HCA courses or approval of Chair of Health Care Administration. Mode of delivery: web-based. 3 lecture hours. Summer semester.

HCA 412 Long Term Care: Organization and Administration (3 cr)
This course focuses on the complexities of managing nursing homes and other long term and chronic care facilities within the context of public financing constraints. Topics include governmental rules and regulations, reimbursement policies, gerontology and geriatrics, nutrition care continuum concept, facility, purchasing inventory, and financial analysis. PREREQUISITES: 15 credit hours of HCA courses or approval of Chair of Health Care Administration. Mode of delivery: face-to-face. 3 lecture hours. Summer semester.

HCA 413 Hospitals: Organization and Administration (3 cr)
This course focuses on a variety of topics that are pertinent to the delivery of health care in a hospital setting. Topics include hospital governance, medical staff, nursing service, hospital programs, administrator's tasks and functions, unionization and collective bargaining, government financial regulations, and accreditation.
PREREQUISITES: 15 credit hours of HCA courses or approval of Chair of Health Care Administration. Mode of delivery: web-based. 3 lecture hours. Fall semester.

HCA 414 Ambulatory Care Services: Organization and Administration (3 cr)
This course explores the practical aspects of leadership in a primary care setting. Topics include transition from unmanaged to managed care systems, third party payers, physician-staff relationships including practice styles, scheduling, billing productivity, quality assurance, and outcome management. Wellness promotion and marketing strategies will also be discussed. PREREQUISITES: 15 credit hours of HCA courses or approval of Chair of Health Care Administration. Mode of delivery: web-based. 3 lecture hours. Spring semester.

HCA 415 Health Care Financial Management (3 cr)
This course explores the organizational and operational aspects of fiscal analysis and internal control of health care organization costs. Topics include planning, budgeting, and cost finding including preparation and analysis of an operating budget trending, modeling, revenue, expenses, variance analysis, and margins. Organizational and divisional performance will be measured against internal and external benchmarking tools, assessing capital equipment needs, building a capital budget, and bids. PREREQUISITES: 15 credit hours of HCA courses or approval of chair of Health Care Administration. CROSS LISTED: MGT 415. Mode of delivery: web-based. 3 lecture hours. Spring and Summer semester.

HCA 416 Data Interpretation and Project Management
This course focuses on analyzing, interpreting and presenting data in the health care environment, in addition to basic project management concepts and tools. Students will be assigned a project which will be utilized to enhance understanding of both topics, as well as, expose students to real-life health care scenarios. PREQUISITES**:** 15 credit hours of HCA courses or approval of Chair of Health Care Administration and STA 330. Mode of delivery: web-based. 3 lecture hours. Summer semester.

HCA 417 Self-Awareness and the Effective Leader
This course focuses on an individualized approach to personal development and leadership. Students will use self-assessments to maximize their own natural abilities, lead teams and interact with others who have strengths and tendencies different from their own. In addition, students will understand their own emotional intelligence score and learn strategies to improve their performance and create healthier work relationships. PREREQUISITES: 15 credit hours of HCA courses or approval of chair of Health Care Administration. Mode of delivery: web-based. 3 lecture hours. Spring semester.

HCA 420 Practicum I (3 cr)
This course offers the opportunity to integrate and apply previously learned health management knowledge and skills. The student will become part of a health care organization, working closely with professional managers during an 80 hour practicum. Student, faculty member and preceptor will mutually

agree on management area of study and practicum setting. PREREQUISITES: 15 credit hours of HCA courses or approval of chair of Health Care Administration. Mode of delivery: web-based. 1.22 lecture hour, 5.33 practicum hours (80 contact hours with preceptor). Fall, Spring, and Summer semester.

HCA 421 Practicum II (3 cr)
This course offers the opportunity to integrate and apply previously learned health management knowledge and skills in an area other than what was done in HCA 420. The student will become part of a health care organization, working closely with professional managers during an 80 hour practicum. Student, faculty member and preceptor will mutually agree on management area of study and practicum setting. PREREQUISITES: HCA 420. Mode of delivery: web-based. 1.22 lecture hour, 5.33 practicum hours (80 contact hours with preceptor). Fall, Spring, and Summer semester.

HIM 240 Introduction to Health Information Management (4 cr)
In this course, students will explore the basics of Health Information Management professional competencies. Topics in the course will include an overview of the health information profession, the role of AHIMA, documentation, form design, health record formats, legal terminology, HIM supervisory role, registries, indexes, data collection, medical coding, and reimbursement. A review of Microsoft Office commonly used applications in healthcare settings and time management concepts are covered. PREREQUISITES**:** ENG 102, CMP 120, and MAT 100 or higher. Mode of delivery: web-based. 4 lecture hours. Spring and Summer Semester.

HIM 260 Coding I (3 cr)
This course provides students with the basic ability to identify nomenclatures and classification systems. An emphasis will be placed on ICD-10-CM and ICD-10-PCS coding principles, guidelines and practice. Students will be introduced to role of clinical documentation improvement in the coding process and prospective payment system concepts for reimbursement. PREREQUISITES**:** BIO 302, MED 101, and HIM 240. PREREQUISITE or COREQUISITE: PHA 202. Mode of delivery: web-based. 2 lecture hours, 2 laboratory hours. Spring Semester.

HIM 310 Coding II (4 cr)
In this course, students will review classification systems, clinical vocabularies and nomenclatures with the main focus on CPT and HCPCS coding principles, guidelines and practice. Students will continue to build upon prospective payment system concepts for reimbursement and apply applicable code sets to case studies. PREREQUISITES**:** HIM 260. Mode of delivery: web-based. 3 lecture hours, 2 laboratory hours. Summer Semester.

HIM 330 Electronic Health Record Concepts (3 cr)
This course introduces students to electronic health records (EHR) systems, with a focus on the evolution, implementation, established standards and protocols for electronic health records. Students will have hands-on experience working with a real EHR through various labs to explore the purpose, design, and functions of software. Topics include electronic health record workflow, health informatics, government initiatives, data governance, health information exchanges, and the validation of secondary sources of data to be used in health records will be practices. PREREQUISITES**:** HIM 240. Summer Semester. Mode of delivery: web-based. 2 lecture, 2 laboratory

HIM 340 Healthcare Statistics (3 cr)
This course focuses on operational statistics specific to healthcare settings, such as, length of stay, inpatient census, utilization of services, and occupancy data. Students will learn to calculate statistics related to clinical services and patient care: Death rates, autopsy rates, and infection rates. Reimbursement management statistics will be introduced including case-mix index. The general statistics topics of inferential statistics and descriptive statistics will also be studied. Students will practice with data reporting and presentation techniques and analyze statistical data for decision making. PREREQUISITES**:** HIM 240 and STA 100 or higher. Mode of delivery: web-based. 2 lecture hours, 1 laboratory hour. Summer Semester.

HIM 410 Health Informatics Project Management (3 cr)
This course introduces students to project management theory, processes, and tools used for effective project leadership. Software, GANTT charts, benchmarking, risk analysis, and team structure will be explored. Specifically, students will practice with health informatics projects relating to the system

selection processes. Requests for information and proposals, vendor selection, system acquisition and evaluation, and negotiation skills will be presented. Students will apply project management techniques to ensure efficient workflow and appropriate outcomes in the systems lifecycle. PREREQUISITES**:** HIM 240. Mode of delivery: web-based. 2 lecture hours, 2 laboratory hours. Fall Semester.

HIM 415 Health Information Privacy and Security (3 cr)
In this course, students will begin with a general study of the U.S. legal system and how it influences health care law. Health care law topics will include HIPAA, informed consent, privacy, confidentiality, and the proper disclosure of protected health information. Privacy and security concepts will be covered, to include policy and procedures, patient verification and identity management policies, E-Discovery, audits, controls, and health information archival and retrieval systems. Students will study the requirements of proper authorizations for release of patient information and the laws that govern proper disclosures. PREREQUISITE**:** HIM 240. Mode of delivery: web-based. 3 lecture hours. Fall Semester.

HIM 425 Health Data Analytics (3 cr)
In this course, students are introduced to the structure, methods, and approaches for data analysis and how it impacts decision making in healthcare. Students will select sets of data to analyze trends utilizing appropriate technology solutions and discuss decision support. Topics of Information Governance, research question development, and the identification and verification of data sources will be included. PREREQUISITE**:** HIM 340. Mode of delivery: web-based. 2 lecture hours, 2 laboratory hours. Fall Semester.

HIM 440 Health Data Architecture (3 cr)
In this course, students will explore the foundations of data management and database organization. The course will focus on identifying organizational and regulatory requirements for data and information, relational techniques, implementing models into a database using a database management system, methods to retrieve data, and understanding the issues of data quality and data security. PREREQUISITE: HIM 425. Mode of delivery: web-based. 2 lecture hours, 2 laboratory hours. Spring Semester.

HIM 450 Reimbursement Methodologies (3 cr)
Students will examine reimbursement methodologies as they relate to a variety of healthcare settings, insurance payers and patient populations. Provides an overview of the revenue cycle, reimbursement compliance strategies and reporting, Chargemaster management, governmental regulations, budgeting, and planning issues for health information management practice. A discussion of ethical coding and reimbursement principles will be included. PREREQUISITES**:** HIM 310 and HCA 301. Mode of delivery: web-based. 2 lecture hours, 2 laboratory hours. Spring Semester.

HIM 460 Quality Improvement and Compliance (3 cr)
This course provides students with quality/performance improvement theories and practices that are utilized in healthcare. Students will explore methods for identifying performance indicators, collecting and analyzing outcomes, and utilizing data for process improvements. Emphasis will be placed on quality issues in human resource management, organizational accreditation, compliance and methodologies to combat fraud and abuse. PREREQUISITES**:** HIM 410 and HIM 425 COREQUISITE**:** HIM 465. Mode of delivery: web-based. 2 lecture hours, 1 laboratory hour. Spring Semester.

HIM 465 Health Information Management Practicum (4 cr)
This course provides students with the opportunity to apply Health Information Management knowledge, skills, and attitudes to a real work environment. Students are required to select an appropriate site (e.g. acute care hospital, clinic, insurance company, government or regulatory agency, software vendor, other non-traditional healthcare setting, etc.) in consultation with the HIM Program Chair by completing the HIM Pre-Practicum Packet. The typical Professional Practicum Experience (PPE) will consist of 80-100 on-site hours (a minimum of 80 on-site hours is mandatory) completing guided tasks or developing a significant HIM project related to site, with an additional 20-40 hours of coursework. Students are expected to meet with the HIM Program Chair and PPE Site Preceptor periodically during this course to document satisfactory progress. Students should consult the HIM PPE Handbook for more detailed information. PREREQUISITES**:** HCA 405, HIM 440 and HIM 450. COREQUISITE**:** HIM 460. Mode of delivery: web-based. 2 lecture hours, 2 practicum hours (minimum 80 contact hours with preceptor). Spring Semester

HIS 236 History of the Modern World (3 cr)
This course offers a survey of Western history from 1600 to the present, concentrating on economic, political, scientific, and intellectual influences during this period. Mode of delivery: face-to-face, or web-based. 3 lecture hours. Fall Semester.

HUM 120 Introduction to Film (3 cr)
This course is an introduction to the creative influences and the interaction of separate artistic components involved in the making of films. Mode of delivery: face-to-face, or web-based. 3 lecture hours. Fall and Summer Semester.

LAS 295 Capstone (1 cr)
The capstone experience is aimed at integrating the knowledge that students have developed throughout their undergraduate, associate level academic careers in order to create a final capstone project. The project will link the areas of study in the student's personalized associate of science degree plan to career and intellectual interests. The final written project will consist of research, literature reviews, and analysis toward a specified audience. A classroom presentation of the project is required. In addition, critical thinking skills and servant leadership activities will be assessed. The goal of the capstone experience is to have the student engage in self-assessment, reflection and analysis that prepares them for future success. Prerequisites: Final semester of degree and SVL 285: Servant Leadership or 15 hours of Service Learning. Mode of delivery: web-based. 1 lecture hour. Fall, Spring and Summer semester.

LAS 495 Capstone (1 cr)
The capstone experience is aimed at integrating the knowledge that students have developed throughout their undergraduate, bachelor level academic careers in order to create a final capstone project. The project will link the areas of study in the student's personalized associate of science degree plan to career and intellectual interests. The final written project will consist of research, literature reviews, and analysis toward a specified audience. A classroom presentation of the project is required. In addition, critical thinking skills and servant leadership activities will be assessed. The goal of the capstone experience is to have the student engage in self-assessment, reflection and analysis that prepares them for future success. Prerequisites: Final semester of degree and SVL 285: Servant Leadership or 15 hours of Service Learning. Mode of delivery: web-based. 1 lecture hour. Fall, Spring and Summer Semester.

LRT 101 Diagnostic Procedures I (2 cr)
Limited Radiographers need a solid foundation of knowledge, skills, and attitudes in order to accurately position patients to produce quality diagnostic images. This course provides exposure to a non-energized skills laboratory. Through intensive class and laboratory sessions, students will learn and practice radiographic positioning procedures for the chest and extremities. In addition, students will explore pathological conditions and how they affect radiographic images; compare and contrast imaging procedures for the pediatric, adult, and geriatric patient; and be introduced to a five-step method for critiquing radiographs for diagnostic quality. PREREQUISITES: MA 106, LRT 110. COREQUISITES: MA 122. Mode of delivery: face-to-face. 1 lecture hour, 2 laboratory hours. Spring semester.

LRT 102 Diagnostic Procedures II (2 cr)
This course returns to scientific roots to discuss radiation biology and safety. Students will learn best practices in the x-ray room to keep themselves, patients, and co-workers protected from ionizing radiation-ALARA. They will be introduced to and practice approaches to pediatric and geriatric radiography. Students will have the opportunity to put their understanding of image quality into practice utilizing in classroom evaluation of patient images. This course concludes with a thorough discussion of Iowa scope of practice for limited X-ray machine operators, permit and continuing education requirements. PREREQUISITES: LRT 101. COREQUISITES: LRT 120 Summer semester. Mode of delivery: face-to-face. 1 lecture hour, 2 laboratory hours.

LRT 110 Fundamentals of Limited Radiography (2 cr)
The purpose of this course is to provide students with a scientific understanding of x-rays. Students will be exposed to historical perspective as it relates to discovery and development of x-ray based diagnostics. Through in depth discussions and class activities, students will gain an understanding of electromagnetic spectrum, properties and production of x-rays, exposure factors, and image formation. Principles in this course will give students the knowledge they need to produce film based and computed

radiographic images. Students will transition to the study of scope of practice and patient care. COREQUISITES: MA 102. Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

LRT 120 Clinical Practicum (1 cr)
This course provides clinical experiences for the completion of required competencies. Medical Assisting Clinical Coordinator will arrange clinical sites on an individual basis with each student. This course with perquisites meets the requirement for students to take the State of Iowa exam to become a "Limited Diagnostic Radiographer" in the areas of chest and extremities. PREREQUISITES: LRT 101, LRT 110. COREQUISITES: LRT 102, MA 201, MA 202. Mode of delivery: face-to-face. 3 clinical practicum hours. Summer semester.

MA 101 Medical Assisting Administrative Procedures I (4 cr)
This course introduces the medical assisting profession. It focuses on basic medical office functions and emphasizes administrative responsibilities including bookkeeping, accounting, patient scheduling, referrals, medical record keeping, and communication skills. A medical terminology overview by emphasizes prefixes, suffixes, and root words stressing spelling and pronunciation. Students will explore and demonstrate computer literacy with computer application of Microsoft Word, Excel, PowerPoint and Outlook. Library resources, APA format, and plagiarism will be applied as students produce work products utilizing critical thinking. Learning styles, time and stress management as well as test taking strategies are introduced. Mode of delivery: face-to-face. 4 lecture hours. Fall semester.

MA 102 Medical Assisting Clinical Procedures I (4 cr)
This course introduces students to clinical medical assisting skills. It offers concepts of clinical procedures, including asepsis and infection control, specimen collection, compassionate patient care, OSHA regulations, vital signs, obtaining patient histories, and chart documentation.. Students learn to assist with procedures including pulmonary functions, electrocardiography, prenatal, pediatric, gynecologic, special senses and comprehensive exams. Students will develop and deliver a patient education project. COREQUISITES: LRT 110.
Mode of delivery: face-to-face. 2 lecture hours, 4 clinical hours. Fall semester.

MA 106 Anatomy and Physiology (with Lab) (4 cr)
This course offers basic concepts in human anatomical structure and physiology with relation to body functions. It includes all major body systems in regards to gross anatomy and function as it relates to homeostasis. The laboratory component emphasizes lecture topics and includes further exploration of tissues and organs through hands on work. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall semester.

MA 108 Diseases of the Human Body (3 cr)
This course studies the major diseases of the urinary, reproductive, digestive, respiratory, circulatory, nervous, endocrine, musculoskeletal, integumentary, and special senses (eye and ear) systems. It includes etiology, signs and symptoms, diagnostic procedures, treatment, prognosis and prevention of common and well-known illnesses. The content also includes the immune and genetic relationships as well as pain management. Alternative and complementary health care is introduced. Students will produce pathology reports and review current research. PREREQUISITES: MA 106. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

MA 121 Medical Assisting Administrative Procedures II (4 cr)
This course focuses on medical insurance billing, diagnostic and procedural coding. Medicolegal issues are discussed as well as insurance fraud, abuse and medical etiquette. Legal and ethical issues as well as emergency preparedness and first aid are covered. PREREQUISITES: MA 101. Mode of delivery: face-to-face. 4 lecture hours. Spring semester.

MA 122 Medical Assisting Clinical Procedures II (5 cr)
This course focuses on diagnostic testing in the areas of hematology, phlebotomy, chemistry, immunology, microbiology, and urinalysis. Principles of pharmacology including drug classifications, dosage calculations, and administration of medicines are introduced and demonstrated.. Sterile technique will be covered with CLIA regulations and quality control. PREREQUISITES: MA 106, MA 102. COREQUISITES: LRT 101. Mode of delivery: face-to-face. 3 lecture hours. 4 laboratory hours. Spring semester.

MA 201 Medical Assisting Professional Components (2 cr)
This course focuses on personal attributes, job readiness, workplace dynamics, human resources, risk management, and emphasizes professional opportunities and responsibilities of the medical assistant. The Medical Assistant is introduced to their role as office manager. Allied health professions, credentialing, and working as part of the health care team are discussed. It provides an opportunity for students to discuss situations that arise in the practicum experience. PREREQUISITES: MA 121, MA 122. COREQUISITES: LRT 120, MA 202. Mode of delivery: face-to-face. 2 lecture hours. Summer semester.

MA 202 Medical Assisting Practicum (6 cr)
This course expands knowledge and skills and incorporates previously presented information in the major to prepare the student for transition into practice as a Medical Assistant. The student receives supervised experience in an ambulatory health care setting. PREREQUISITES: LRT 101, MA 121, MA 122. COREQUISITES: LRT 120, MA 201. Mode of delivery: face-to-face. 18 practicum hours. Summer semester.

MAT 095 Pre-Algebra (3 cr)
This course is designed as a preparation course of math concepts for health care professionals. Topics to be covered include, but not limited to, working with whole numbers and their negatives; English and metric conversions; fractions, decimals, and percentages; proportions and probability; solving equations and applications; order of operations; and interpretation of graphs and charts. Mode of delivery: face-to-face. 3 lecture hours. Fall, Spring and Summer Semester.

MAT 102 Math for General Studies (3 cr)
This course is a general study of mathematics. Topics include critical thinking, sets and diagrams, problem solving, percentages, managing money, fundamental of statistics and probability, metric conversions, and exponential modeling. The primary focus of this course is to use mathematics as a tool to find solutions to life/career-relevant problems, emphasizing a functional approach. Mode of delivery: face-to-face; web-based. 3 lecture hours. Fall, Spring and Summer Semester.

MAT 120 College Algebra (3 cr)
This course provides an intensified study of algebraic concepts and techniques. Topics include functions, exponents, logarithms, expression simplification, systems of equations, graphical analysis and polynomials. Algebraic problem solving is emphasized in a context relevant to future academic coursework and professional aptitude. Mode of delivery: face-to-face. 3 lecture hours. Fall, Spring and Summer Semester.

MED 101 Medical Terminology (1 cr)
This course provides a solid foundation for interpreting, understanding, and using medical terms. Basic prefixes, suffixes, and root words are emphasized as a method of acquiring and retaining knowledge. Exercises stressing spelling, pronunciation, and use of medical terms are included. Mode of delivery: face-to-face, web-assisted. 1 lecture hour. Fall, Spring and Summer Semester.

MGT 303 Health Care Economics (3 cr)
This course explores some of the major issues facing the health care industry and the effect that public policy and business environment has on a health care organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions. CROSS LISTED: HCA 303. Mode of delivery: web-based. 3 lecture hours. Fall and Spring semester.

MGT 304 Human Resources Management (3 cr)
This course analyzes human resources functions including recruitment, selection and retention strategies. Consideration is given to job satisfaction, design of work teams, job analysis, design, description and evaluation, collective bargaining, staffing, performance appraisal, employee discipline, management, and staff education. CROSS LISTED: HCA 304. Mode of delivery: web-based. 3 lecture hours. Fall and Summer semester.

MGT 305 Principles of Management (3 cr)
This course combines classroom and clinical discussions/experiences to provide an overview of

management functions including planning, organizing, directing, and controlling. It studies the basics of leadership communication, motivation, change theories, organizational culture, problem solving, conflict and negotiation, decision-making, productivity measurement, the TQM process, resource allocation, and mission and values development. This course requires two hours didactic and one hour clinical. CROSS LISTED: HCA 305.
Mode of delivery: web-based. 3 lecture hours. Fall and Spring semester.

MGT 324 Information Resources in Health Care (3 cr)
This course explores the opportunities and challenges inherent in the use of health care management information systems in clinical and non-clinical applications. Subsystems include pathology, nursing, clinical laboratory, radiology, physiology, clinics, education, and financial management. CROSS LISTED: HCA 324.
Mode of delivery: web-based. 3 lecture hours. Fall and Spring semester.

MGT 404 Legal/Ethical Aspects of Health Care (3 cr)
This course examines the contemporary application of legal and ethical issues involved in the management and delivery of health care services. Topics covered include contracts, torts, damages, negligence, risk management, patient rights, liability of hospital and staff for personal injury to patients, medical records and disclosure of patient information, informed consent, ethical billing and coding practices, medical staff credentialing, and ethical issues in health care. PREREQUISITES: 15 credit hours of HCA courses or approval of Chair of Health Care Administration. CROSS LISTED: HCA 404. Mode of delivery: web-based. 3 lecture hours. Spring semester.

MGT 415 Financial Management (3 cr)
This course explores the organizational and operational aspects of fiscal analysis and internal control of health care organization costs. Topics include planning, budgeting, and cost finding including preparation and analysis of an operating budget trending, modeling, revenue, expenses, variance analysis, and margins. Organizational and divisional performance will be measured against internal and external benchmarking tools, assessing capital equipment needs, building a capital budget, and bids. PREREQUISITES: 15 credit hours of HCA courses or approval of chair of Health Care Administration. CROSS LISTED: HCA 415. Mode of delivery: web-based. 3 lecture hours. Spring and Summer semester.

MKT 320 Marketing Strategies (3 cr)
This course examines variables and techniques for marketing organizations. Topics include customer behavior, competition in the market, advertising, promotion, branding, customer satisfaction strategies, consumer satisfaction measurement and reporting. CROSS LISTED: HCA 320. Mode of delivery: web-based. 3 lecture hours. Spring and Summer semester.

***Affiliated colleges and universities may make adjustments to the credits awarded for individual MLS courses.**

MLS 411 Clinical Immunology Didactic (1 cr*)
Antigen/antibody structure, function and interaction; principles and procedures of humoral and cellular immunology; clinical correlation of serological testing; molecular diagnostics; and quality control. Mode of delivery: face-to-face. 1 lecture hour. Fall semester.

MLS 412 Clinical Immunohematology Didactic (2 cr*)
Major blood group systems; principles and procedures for antigen/antibody detection and identification; component therapy; transfusion reaction evaluation; Rh immunoglobulin; and quality control. Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

MLS 414 Urinalysis, Body Fluids, and Microscopy Didactic (1 cr*)
Theory of renal function in health and disease; renal function tests, including chemical and microscopic examination of urine; analysis of fecal specimens, gastric, spinal fluid and other body fluids; and quality control. Mode of delivery: face-to-face. 1 lecture hour. Summer semester.

MLS 416 Clinical Chemistry Didactic (4 cr*)
Identification and quantification of specific chemical substances in blood and body fluids by analytical methodologies; clinical correlation with disease states; principles of instrumentation; data processing; toxicology; and quality control. Mode of delivery: face-to-face. 4 lecture hours. Fall semester.

MLS 418 Clinical Laboratory Management Didactic I (1 cr*)
Introduction to laboratory management/administration including: ethics in the laboratory; values; concept of talents and strengths; teambuilding; laboratory ergonomics; conflict resolution; MLS careers; infection control; conducting meetings; aspects of laboratory and patient safety; and professional development. Mode of delivery: face-to-face. 1 lecture hour. Fall semester.

MLS 432 Clinical Immunohematology and Immunology Rotation I (2 cr*)
Comprehensive laboratory safety training; practical clinical laboratory experience in immunohematology including: principles and procedures for antigen/antibody detection and identification, crossmatching techniques, component therapy, transfusion reaction evaluation, Rh immunoglobulin; immunology including principles and procedures of humoral and cellular immunology; and molecular diagnostics including clinical correlation, interpretation of results, and quality control for all. Mode of delivery: face-to-face. 6 clinical hours. Fall and Spring semester.

MLS 433 Clinical Hematology, Urinalysis, Body Fluids and Microscopy Rotation I (2 cr*)
Comprehensive laboratory safety training; practical clinical laboratory experience in hematology, coagulation, urinalysis, body fluids and bone marrows including principles, instrumentation and manual procedures which determine major hematological and coagulation parameters, microscopic examination of blood smears, and chemical and microscopic renal function testing including clinical correlation, interpretation of results, and quality control for all. Mode of delivery: face-to-face. 6 clinical hours. Fall and Spring semester.

MLS 435 Clinical Microbiology Rotation I (2 cr*)
Comprehensive laboratory safety training; practical clinical laboratory experience in microbiology including techniques of asepsis, cultivation, isolation and identification of bacteria, fungi, and viruses utilizing manual and automated methods; determination of sensitivity to antimicrobial agents; and infection control and surveillance testing including clinical correlation, interpretation of results and quality control for all. Mode of delivery: face-to-face. 6 clinical hours. Fall and Spring semester.

MLS 436 Clinical Chemistry Rotation I (2 cr*)
Comprehensive laboratory safety training; practical clinical laboratory experience with identification and quantification of specific chemical substances in blood and body fluids by analytical methodologies utilizing both instrumentation and manual methods; principles of instrumentation; and toxicology including clinical correlation, interpretation of results and quality control for all. Mode of delivery: face-to-face. 6 clinical hours. Fall and Spring semester.

MLS 442 Clinical Microbiology Didactic I (4 cr*)
Theory and techniques of cultivation, isolation and identification of bacteria and viruses; determination of sensitivity to antimicrobial agents; clinical correlation to disease states, asepsis, epidemiology; and quality control. Mode of delivery: face-to-face. 4 lecture hours. Spring semester.

MLS 444 Clinical Hematology Didactic I (3 cr*)
Theory and identification of red and white blood cell formation. Identification of blood films in relation to morphology and inclusions. Clinical correlation of cell maturity/morphology/inclusions to disease states. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

MLS 448 Management and Education Methods Didactic II (1 cr*)
Laboratory management/administration and education methodology including: the education process and methodologies; continuing education; resume writing; interview skills; and rotations through five different sites and/or job classes allowing exposure to alternative areas in which medical laboratory science is practiced. PREREQUISITE: MLS 418. Mode of delivery: face-to-face. 0.6 lecture hours, 1.2 clinical hours. Spring semester.

MLS 462 Clinical Immunohematology and Immunology Rotation II (2 cr*)
In-depth practical experience with principles and procedures for antigen/antibody detection and identification; crossmatching techniques; component therapy; transfusion reaction evaluation; Rh immunoglobulin; principles and procedures of humoral and cellular immunology; and molecular diagnostics including clinical correlation, interpretation of results, and quality control for all. PREREQUISITE: MLS 432. Mode of delivery: face-to-face. 6 clinical hours. Spring and Summer semester.

MLS 463 Clinical Hematology, Urinalysis, Body Fluids and Microscopy Rotation II (2 cr*)
In-depth practical experience with principles, instrumentation, and manual procedures which determine major hematologic and coagulation parameters; microscopic examination of blood smears; renal function testing including chemical testing and microscopic examination of urine; analysis of fecal specimens, gastric, spinal fluid and other body fluids including clinical correlation, interpretation of results, and quality control for all. PREREQUISITE: MLS 433. Mode of delivery: face-to-face. 6 clinical hours. Spring and Summer semester.

MLS 465 Clinical Microbiology Rotation II (2 cr*)
In-depth practical experience with techniques of asepsis, cultivation, isolation and identification of bacteria, fungi, mycobacteria, and viruses utilizing manual and automated methods; identification of parasites; determination of sensitivity to antimicrobial agents; serological testing; and infection control and surveillance testing including clinical correlation, interpretation of results, and quality control for all. PREREQUISITE: MLS 435. Mode of delivery: face-to-face. 6 clinical hours. Spring and Summer semester.

MLS 466 Clinical Chemistry Rotation II (2 cr*)
In-depth practical experience with identification and quantification of specific chemical substances in blood and body fluids by analytical methodologies utilizing both instrumentation and manual methods; principles of instrumentation; and toxicology including clinical correlation, interpretation of results, and quality control for all. PREREQUISITE: MLS 436. Mode of delivery: face-to-face. 6 clinical hours. Spring and Summer semester.

MLS 472 Clinical Microbiology Didactic II (2 cr*)
Theory and techniques of cultivation, isolation and identification of mycobacteria, fungi, parasites; clinical correlation to disease states, asepsis, epidemiology; and quality control. PREREQUISITE: MLS 442. Mode of delivery: face-to-face. 2 lecture hours. Summer semester.

MLS 474 Clinical Hematology Didactic II (2 cr*)
Theory and identification of platelet formation; identification of coagulation factors, hemostasis and disease states; analysis of bone marrow techniques and disorders; principles of instrumentation and techniques which determine major hematologic and coagulation parameters. PREREQUISITE: MLS 444. Mode of delivery: face-to-face. 2 lecture hours. Summer semester.

MLS 478 Management and Education Methods Didactic III (3 cr*)
Laboratory management/administration including: management; organizations; decision making and problem solving; management of change; motivation theories; leadership; management of work groups; job design and job description; performance appraisal; human resource management; revenue and cost accounting; salary, wage and material management; laboratory budget; laboratory information systems; policy and procedure manuals; staffing and scheduling; quality assessment and performance improvement; work flow and laboratory design; regulatory and professional oversight of laboratories; marketing; research; method selection and evaluation; certification exam review; and scientific writing such as case studies and presentations. PREREQUISITE: MLS 448. Mode of delivery: face-to-face. 3 lecture hours. Summer semester.

MLS 485 Phlebotomy (1 cr*)
The performance of venipuncture for the purpose of withdrawing a sample of blood to be analyzed according to the instructions of a physician, aseptic technique, manual skills, interpersonal skills, and quality control. Mode of delivery: face-to-face. 0.33 lecture hours, 2 clinical hours. Spring and Summer semester.

MUS 120 Music Appreciation (3 cr)
This course is an introduction to musical forms, styles, and structures focusing on perceptive listening to masterpieces from selected historical periods and musical genres. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall and Spring semester.

NSG 101 Introduction to Professional Nursing Concepts (5 cr)
This course includes an introduction to the foundation of nursing practice, and is fundamental to advancing nursing education and skills. PREREQUISITE: BIO 180; COREQUISITE: NSG 102. If

unsuccessful, may repeat NSG 101 without NSG 102, if NSG 102 successfully passed. Mode of delivery: face-to-face. 4 lecture hours, 3 clinical hours. Fall and Spring semesters.

NSG 102 Professional Nursing Skills I (1 cr)
This course introduces clinical skills as a foundation of nursing practice. It focuses on concepts and clinical skills basic to the practice of nursing across the life span. COREQUISITE: NSG 101. If unsuccessful, may repeat NSG 102 without NSG 101, if NSG 101 successfully passed. Mode of delivery: face-to-face. 3 laboratory hours. Fall and Spring semesters.

NSG 131 Nursing Health Promotion Across the Life Span (5 cr)
This course provides a foundation for health promotion. The focus is health and wellness across the life span with emphasis on well elderly, well pediatric, and maternity nursing. PREREQUISITES: BIO 185, NSG 101, NSG 102, PSY 101, ENG 101; COREQUISITES: NSG 132. May repeat NSG 131 without NSG 132, if NSG 132 successfully passed. Mode of delivery: face-to-face. 4 lecture hours, 3 clinical hours. Spring and Summer semesters.

NSG 132 Professional Nursing Skills II (1 cr)
This course builds upon concepts and clinical skills related to the practice of nursing across the life span introduced in Nursing Skills I. PREREQUISITES: BIO 185, NSG 101, NSG 102, PSY 101, ENG 101; COREQUISITE: NSG 131. May repeat NSG 132 without NSG 131, if NSG 131 successfully passed. Mode of delivery: face-to-face. 3 laboratory hours. Spring and Summer semesters.

NSG 160 Nursing Care of Patients Across the Life Span I (6 cr)
This course focuses on nursing care across the life span, including adult medical-surgical and pediatric content. PREREQUISITES: BIO 302, NSG 131, NSG 132, PSY 202, SOC 102. Mode of delivery: face-to-face. 3.87 lecture hours, 6.39 clinical hours. Fall and Summer semesters.

NSG 200 Nursing Care of Patients Across the Life Span II (6 cr)
This course is a continuation of NSG 160 focusing on nursing care across the life span, including adult medical- surgical, pediatric and mental health content. PREREQUISITES: PHA 202, NSG 160. Mode of delivery: face-to-face. 3.5 lecture hours, 7.5 clinical hours. Fall and Spring semesters.

NSG 230 Nursing Care of Patients Across the Life Span III (6 cr)
This course focuses on the role of the nurse in managing care of patients across the life span with high acuity problems. PREREQUISITES: NSG 200, BIO 203. Mode of delivery: face-to-face. 2.5 lecture hours, 10.5 clinical hours. Spring and Summer semesters.

NSG 231 Role Transition to Professional Practice (6 cr)
This course focuses on the role of the nurse leader and manager of patient care across the life span and on preparation for the Registered Nurse licensure exam (NCLEX-RN). PREREQUISITES: BIO 203, NSG 200. Mode of delivery: face-to-face. 2 lecture hours, 12 clinical hours. Fall and Summer semesters.

NSG 280 Caring in a Diverse Health Care Environment (3 cr)
This course facilitates an integration of personal and professional values that form the foundation for a philosophy of care giving, and prepares students for the realities and challenges of care giving in their health care profession. It examines dimensions of self-care to enhance preparation for a career in a health care profession. It explores the holistic care of others including vulnerable and culturally diverse patients, with a focus on suffering, faith, hope, healing, and death and dying. Applications for culturally sensitive care giving for diverse patients include an examination of religious beliefs and cultural health traditions, and the impact of diversity in the health care workplace. PREREQUISITES: Two semesters of professional major courses with three semesters recommended; Mode of delivery: web-based. 3 lecture hours. Cross listed with PHI 280. Fall, Spring and Summer semesters.

NSG 330 through NSG 338 (1 cr) RN to BSN choose three 1-credit courses; BSN choose four 1-credit courses – one must be NUR 335
This requirement offers an opportunity to investigate a variety of current issues and trends affecting health care, its delivery system, and the profession of nursing. PREREQUISITES: NSG 101, NSG 102, or BSN status; non-nursing students are eligible to enroll if they have completed the first semester of their major. Mode of delivery: web-based. Each course one lecture hour. Fall, Spring, Summer semesters.

NSG 330/NUR 330 Pain/Palliative Care/End of Life Care (1 cr)
This course explores best practices in pain management and applies principles of pain management across the life span in case study discussion. An overview of palliative care and end-of-life concepts and programs will be emphasized including acute, community, and hospice care settings. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 331/NUR 331 Social Injustice/Global Health (1 cr)
This course includes social injustice issues related to health care around the world. Discussion will be related to health care access, poverty related to health care, and human rights. Social injustice increases the prevalence of risk factors, which leads to health inequities. It will look at promoting access to justice, especially for the most vulnerable individuals and groups in society. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 332/NUR 332 Gerontology (1 cr)
This course includes content specific to the dynamics of aging, theories of aging and nursing interventions for health promotion and improvement of quality of life for older adults. Social, emotional, spiritual, and physical aspects of aging will be explored. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 334/NUR 334 Genomics (1 cr)
Genomics is an emerging field that assesses the impact of genes and their interaction with behavior, diet, and the environment on population health. This course will review the basics of genetics, including the importance of family history, ethical concerns, the nurse's role, and the impact on future nursing practice. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 335/NUR 335 Patient Advocacy (1 cr)
This course is designed to raise students' awareness and involvement in legislative issues and trends affecting health care, its delivery system, and the profession of nursing. The role of the professional nurse in political advocacy for clients and vulnerable population groups across the life span, as well as the individual nurse' s participation in professional organizations will be explored. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 336/NUR 336 Spirituality (1 cr)
This course will include an overview of spiritual assessment and direct spiritual care for patients across the lifespan including spiritual development and distress. Students will explore their own issues in spirituality and faith through a spiritual retreat. Student will analyze the relationship between suffering, hope, and faith and the impact of spiritual care interventions to promote healing for patients. Nursing caregivers will explore the sacred dimensions of their caregiving and will discuss methods to support a healing culture for patients and caregivers in clinical work settings. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 338/NUR 338 Neuroscience Trends (1 cr)
The course is designed to raise students' awareness of current trends in neuroscience nursing care across the life span. It will review current best practices for neurological and neurosurgical patient care through discussion and evaluation of recent journal articles and national care standards. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 404 Program Orientation and Professional Writing (1 cr)
This course will introduce students to the RN to BSN program and expectations for professional writing. Mode of delivery: web-based. 1 lecture hour. Fall, Spring, Summer semesters.

NSG 411 RN to BSN Professional Role I (3 cr)
This course presents the history of professional nursing, and RN to BSN roles and theories. The core values of Mercy are introduced and students reflect on how these values impact their own practice through development of a professional philosophy. Must be taken first semester of RN to BSN curriculum; other RN to BSN core courses may be taken with NSG 411 in the first semester of the RN to BSN curriculum. Mode of delivery: web-based. 3 lecture hours. Not offered 2018-2019.

NSG 412 Health Assessment in Nursing (4 cr)
This course presents a systematic, holistic approach to in-depth health history taking and physical

examination of clients of all ages. Assessment skills are honed through individual practice guided by online videos and online feedback. PREREQUISITES: NSG 160, NSG 411. Mode of delivery: web-based. 4 lecture hours. Fall semester.

NSG 413 Holistic Nursing (3 cr)
This course will examine holistic nursing practices (body, mind, spirit) supportive to the promotion of health in individuals. Historical trends, theoretical influences, evidence based practice and research, and nursing standards of practice will be analyzed to formulate a professional awareness of holistic nursing. PREREQUISITES: NSG 404 (NSG 404 may be taken with NSG 413). Mode of delivery: web-based. 3 lecture hours. Spring and Summer semesters.

NSG 416 Information and Financial Management in Nursing (3 cr)
This course will introduce the use of informatics in nursing and financial management as it relates to nursing practice. Nursing informatics encompasses computerized technology, information systems, and nursing science to support the exchange of information needed in health care. Basic financial management concepts will be applied to nursing practice. NSG 101, NSG 404 (NSG 404 may be taken with NSG 416). Mode of delivery: web-based. 3 lecture hours. Fall, Spring, and Summer semesters.

NSG 418 Research and Evidence Based Practice (3 cr)
This course introduces students to research as the foundation for evidence-based practice. PREREQUISITES: NSG 131, NSG 404 (NSG 404 may be taken with NSG 418), STA 165 or STA 330. Mode of delivery: web-based. 3 lecture hours. Fall and Summer semesters.

NSG 423 Principles of Teaching/Learning (3 cr)
This course explores selected theories of teaching/learning and health care literacy in relation to patient/family education in health care and community settings. PREREQUISITE: NSG 411. Mode of delivery: web-based. 3 lecture hours. Fall semester.

NSG 425 Advocacy and Health Policy (3 cr)
This course will examine the nurse's role in healthcare policies influencing health care delivery at the individual, organizational, community, national and global level. Students will also explore patient advocacy in healthcare. PREREQUISITES: NSG 404 (NSG 404 may be taken with NSG 425). Mode of delivery: web-based. 3 lecture hours. Mode of delivery: web-based. 3 lecture hours. Spring and Summer semesters.

NSG 426 Genomics, Aging and End of Life Care (3 cr)
This course will review the basics of genetics, including the importance of family history, ethical concerns. This course also examines the dynamics of aging and health promotion practices to facilitate healthy aging. Students will explore principles of pain management, palliative care across the life span, and end of life care. PREREQUISITES: NSG 404 (NSG 404 may be taken with NSG 426). Mode of delivery: web-based. 3 lecture hours. Fall and Summer semesters.

NSG 481 Community Health Nursing (4 cr)
This course introduces the principles and concepts of Community Health Nursing and focuses on population health and determinates that affect health outcomes within aggregate groups. PREREQUISITES: NSG 200, NSG 404 (NSG 404 may be taken with NSG 481). Mode of delivery: web-based. 3 lecture hours, 3 clinical hours. Fall and Spring semesters.

NSG 483 Theories of Leadership and Management (3 cr)
This course presents theories of leadership management and change processes. Skills necessary to facilitate group dynamics and personnel management are addressed, and a variety of quality control models are examined. PREREQUISITES: NSG 231, 404 (NSG 404 may be taken with NSG 483). Mode of delivery: web-based. 3 lecture hours. Fall and Spring semesters.

NSG 485 BSN Professional Nursing Practice (3 cr)
This course provides an opportunity for students to engage with peers, colleagues and faculty to synthesize and expand knowledge related to professional development in the nursing profession. Must be taken in the last semester of the RN to BSN curriculum. Mode of delivery: web-based. 3 lecture hours. Fall, Spring, and Summer semesters.

NTR 205 Nutrition (3 cr)
This course is an introduction to the fundamentals of nutrition and how diet relates to health. Promotion and maintenance of optimal health through nutrition and current nutritional issues encountered by health care professionals will also be explored. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall, Spring, and Summer semester.

NTR 300 Applied Nutrition (3 cr)
This course presents the application of clinical nutritional concepts for the care of patients cross the lifespan. A synthesis of dietary management and education for acute and chronic disease conditions as well as nutritional health promotion will be the focus of the course. PREREQUISITE: BIO 185 or NTR 205. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall, Spring, and Summer semester.

NUA 302: Pharmacology (3 cr)
The purpose of this course is to examine pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan. The focus is on concepts of safe administration and monitoring the effects of pharmacotherapeutic agents. Mode of delivery: face-to-face. 3 lecture hours. Fall semester.

NUA 311: Holistic Assessment in Nursing (4 cr)
Introduces the concepts and techniques of health assessment of individuals across the life span. Emphasizes health promotion and maintenance, history/data collection and critical analysis in situations of health and deviations from health. Students learn screening assessments, clinical assessment skills, analysis, and decision-making for nursing practice. Mode of delivery: face-to-face. 3 lecture hours, 2 lab hours. Fall semester.

NUA 313: Pathophysiology (3 cr)
This course focuses on concepts of pathophysiology essential to understanding alterations in body systems and developing clinical decision making for health promotion, risk reduction, and disease management. The nurse's role in caring for individuals with pathophysiological deviations will be examined. Mode of delivery: face-to-face. 3 lecture hours. Fall semester.

NUA 315: History and Trends in Nursing Practice (1 cr)
This course is designed for BSN students to study the trends and issues which effect current nursing practice. The major foci include the history and trends in professional nursing practice. Mode of delivery: face-to-face. 1 lecture hour. Fall semester.

NUA 331: Fundamentals of Nursing Practice (4 cr)
This course provides a scientific foundation for clinical nursing practice using a patient-centered, holistic framework across the lifespan. PREREQUISITES: NUA 302, NUA 311, NUA 313, NUA 315. Mode of delivery: face-to-face. 3 lecture hours, 2 lab hours. Fall Semester

NUA 335: Competencies in Nursing (1 cr)
Students will achieve basic client care skills that are utilized or delegated by the nurse to provide quality of care and ensure patient safety. Students gain competency by practicing skills in a supportive and supervised environment. PREREQUISITES: NUA 302, NUA 311, NUA 313, NUA 315. Mode of delivery: face-to-face. 3 clinical hours. Fall semester.

NUA 337: Research (2 cr)
This course introduces nursing research and evidence-based practice as it relates to the science of nursing. Ethical considerations and methods of protection of human subjects are integrated throughout the course. PREREQUISITES: NUA 302, NUA 311, NUA 313, NUA 315. Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

NUA 361: Nursing I (4 cr)
Nursing I has a focus on foundational nursing practice with adults experiencing a wide range of acute and chronic alterations in health. Nursing I is the first course of a series of a three course sequence. Health promotion strategies are examined and course emphasis is on: fluid and electrolyte imbalances, acid-base imbalances, endocrine system disorders; integumentary disorders, surgical procedures, pre-operative care, post-operative care, aseptic technique, and complications associated with surgery. Nurse accountability in promoting a safe care environment which includes the management of care, safety,

infection control, psycho-social development, cultural diversity, spiritual needs, and the art of caring behaviors by the nurse are integrated throughout the course. Pharmacology is emphasized. Application of the nursing process occurs throughout this course. Clinical experiences in providing patient care and documentation of care given are integrated throughout this course; which includes practicing basic wound care skills. PREREQUISITES: NUA 331, NUA 335, NUA 337. Mode of delivery: face-to-face. 3 lecture hours, 3 clinical hours. Spring semester.

NUA 363: Family Health (3 cr)
This course provides the student with the knowledge necessary to practice professional nursing with childbearing families, adolescents and children. Emphasis is on developing plans for comprehensive health care management and anticipatory guidance for childbearing families, adolescents, and children. Focus includes wellness promotion, illness prevention, risk reduction, and nursing interventions for common acute and chronic health problems, prenatal care, family dysfunction, and behavior problems. Collaboration with other providers and appropriate referral are integrated throughout the course. PREREQUISITES: NUA 331, NUA 335, NUA 337. Mode of delivery: face-to-face. 2.5 hours lecture, 1.5 clinical hours. Spring semester.

NUA 367: Population Health and Clinical Prevention (3cr)
This course introduces the principles and concepts of Community Health Nursing with a focus on population health and the influences which may affect health outcomes within aggregate groups. PREREQUISITES: NUA 331, NUA 335, NUA 337. Mode of delivery: face-to-face. 2.5 lecture hours, 1.5 clinical hours. Spring semester.

NUA 421: Nursing II (4cr)
Continuation of Nursing I with application of the nursing process to the care of the adult patient experiencing medical-surgical conditions. This course provides the student with knowledge in caring for the client with common medical-surgical health problems including health promotion, nutrition and drug therapy. Nursing II focuses nursing interventions on the common Medical-Surgical problems in the Musculoskeletal, Neurological Disorders Sensory, Reproductive, Cardiovascular, Hematologic, and Immunologic/Lymphatic/Oncologic systems. End of life care [palliative and hospice] will also be introduced. PREREQUISITES: NUA 361, NUA 363, NUA 367. Mode of delivery: face-to-face. 2.5 lecture hours, 4.5 clinical hours. Spring semester.

NUA 423: Mental Health (3cr)
Implement evidence-based care for clients with psychiatric/mental health issues, including psychosocial concepts; cultural, ethical, and legal influences; and wellness of individuals and family groups. PREREQUISITES: NUA 361, NUA 363, NUA 367. Mode of delivery: face-to-face. 2.5 lecture hours, 1.5 clinical hours. Spring semester.

NUA 432: Leadership and Interprofessional Collaboration (3cr)
This course focuses on theories and concepts related to management and leadership in nursing practice. Strategies for managing quality of care, safety and outcome issues, caseloads of patients, professional and support personnel, data analysis, finance and budgeting, and collaboration are addressed. PREREQUISITES: NUA 361, NUA 363, NUA 367. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

NUA 451: Nursing III (4cr)
Nursing III is a continuation of Nursing II. Student learning is expanded upon in this course with emphasis on core competencies of managing care in emergent and acute care patients, including clinical decision making, informatics, collaboration, teaching/learning, professional behavior, and legal/ethical aspects of care. Theory and clinical experiences are related to the course content. PREREQUISITES: NUA 421, NUA 423, NUA 432. Mode of delivery: face-to-face. 2 lecture hours, 6 clinical hours. Summer semester.

NUA 453: Gerontology (2cr)
Care management of the elderly in interdisciplinary settings, focusing on reducing adverse events, maximizing quality of life among frail older adults. PREREQUISITES: NUA 421, NUA 423, NUA 432. Mode of delivery: face-to-face. 1.5 lecture hours, 4.5 clinical hours. Summer semester.

NUA 460: Complex Care in Nursing Practice (2cr)
The purpose of this course is to examine complex multi-system alterations in equilibrium across the lifespan. Emphasis is on identification of principles from the science of nursing used to support safe and effective management of clients with complex multi-system illnesses. End of life care [palliative and hospice] will be emphasized. Focus is on synthesis of knowledge from multiple sources, including health policy and regulatory environments which influence client-centered outcomes. PREREQUISITES: NUA 421, NUA 423, NUA 432. Mode of delivery: face-to-face. 1.5 lecture hours, 1.5 clinical hours. Summer semester.

NUA 465: Transition to Nursing Practice (1cr)
The purpose of this course is to provide the student with opportunities to translate, integrate, and apply available evidence to the care of clients. Emphasis is on application of leadership and management principles in selected clinical settings. Focus is on the transition from student role to entry level professional nursing practice. PREREQUISITES: NUA 421, NUA 423, NUA 432. Mode of delivery: face-to-face. 0.5 lecture hours, 1.5 clinical hours. Summer semester.

NUA 435: Informatics, Healthcare Policy, Finance, and Regulatory Environments (2cr)
The purpose of this course is to examine the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that have impact on nursing practice and client care. Emphasis is on selected issues affecting healthcare policy. Focus is on the influence of the nursing profession on policy and regulation. PREREQUISITES: NUA 421, NUA 423, NUA 432. Mode of delivery: face-to-face. 2 lecture hours. Summer semester.

NUR 180 Philosophy and Theory of Nursing I (1 cr)
This course will delve into the historical and 20th century influences on modern nursing practice. Students will explore how Nightingale's practice and observations changed health care. Mode of delivery: face-to-face. 1 lecture hour. Fall and Spring semesters.

NUR 210 Nursing Foundations I (4 cr)
This course is the first of two courses which explore foundational concepts essential to nursing practice. Concepts introduce students to the fundamentals of caring for patients across the life span and in all settings where nurses care for patients. PREREQUISITES: MAT 100, PSY 101, ENG 101, BIO 180, BIO 185, BIO 203. Mode of delivery: face-to-face. 4 lecture hours. Fall and Spring semesters.

NUR 215 Nursing Competency I (1 cr)
This course introduces clinical skills as a foundation of nursing practice. It focuses on concepts and clinical skills basic to the practice of nursing across the life span. Students are introduced to the holistic care of clients, beginning clinical decision-making, and foundational therapeutic nursing interventions. PREREQUISITES: MAT 100, PSY 101, ENG 101, BIO 180, BIO 185, BIO 203. Mode of delivery: face-to-face. 2 lab hours. Fall and Spring semesters.

NUR 218 Advanced Placement for Paramedic to BSN (6 cr.)
This course prepares the paramedic for the role of the professional nurse. This course is an advanced placement course for paramedics to assume the role of a BSN prepared nurse. Topics will include, but not be limited to, foundations for nursing practice, professional standards in nursing practice, critical thinking in nursing practice, and nursing in the healthcare environment. Successful completion of this course allows the student to enter Semester 4 of the BSN program. Mode of delivery: face-to-face. 4 lecture hours, 2 lab hours, 3 clinical hours. Spring semester.

NUR 220 Nursing Foundations II (4 cr)
This course is the second of two courses which explore fundamental concepts essential to nursing practice. Concepts introduce students to the fundamentals of caring for patients across the life span and in all setting where nurses care for patients. PREREQUISITES: BIO 302, SOC 102, PSY 202, NUR 210, NUR 215, NUR 260. Mode of delivery: face-to-face. 4 lecture hours. Spring and Summer semesters.

NUR 225 Nursing Competency II (2 cr)
This course builds on concepts and clinical skills related to the practice of nursing introduced in the Nursing Competency I, Nursing Foundations I, and Nursing Foundations II courses. Intermediate and advance clinical skills will be introduced. PREREQUISITES: BIO 302, SOC 102, PSY 202, NUR 210, NUR 215, NUR 260. Mode of delivery: face-to-face. 4 lab hours. Spring and Summer semesters.

NUR 260 Philosophy and Theory of Nursing II (3 cr)
This course focuses on the developments of nursing history and the substantive knowledge for practice and recognition of nursing as a discipline and a profession. PREREQUISITE: NUR 180. Mode of delivery: face-to-face. 3 lecture hours. Fall and Spring semesters.

NUR 275 Holistic Assessment in Nursing (4 cr)
This course presents a systematic, holistic approach to in-depth health history taking and physical examination of clients of all ages. Physical assessment skills are developed through guided application in the classroom and lab settings. PREREQUISITES: BIO 302, PSY 202, SOC 102, NUR 210, NUR 215. Mode of delivery: face-to-face. 3 lecture hours, 2 lab hours. Spring and Summer semesters.

NUR 310 Nursing Concepts and Practice I (4 cr)
This course prepares students to care for patients across the life span in various settings. Concepts are explored through exemplars and build from simple to complex through the semester. Concepts will be applied in both the classroom setting. NUR 310 must be taken with or prior to NUR 315. PREREQUISITES: ENG 102, PHA 202, SPE 105, NUR 220, NUR 225, NUR 275. Mode of delivery: face-to-face. 4 lecture hours. Spring and Summer semesters.

NUR 315 Nursing Concepts and Practice II (3 cr)
This course prepares students to care for patients across the life span in various settings. Concepts are explored through exemplars and build from simple to complex through the semester. Concepts will be applied in the clinical setting. NUR 315 must be taken with NUR 310 or the semester following 310. PREREQUISITES: ENG 102, PHA 202, SPE 105, NUR 220, NUR 225, NUR 275. Mode of delivery: face-to-face. 1.5 lecture hours, 4.5 clinical hours. Spring and Summer semesters.

NUR 320 Nursing Concepts and Practice III (4 cr)
This course prepares students to care for patients across the life span in various settings. Concepts are explored through exemplars and build from simple to complex through the semester. Concepts will be applied in both the classroom setting. NUR 320 must be taken with NUR 325 or the semester following NUR 320. PREREQUISITES: NTR 205 or NTR 300, NUR 310, NUR 315. Mode of delivery: face-to-face. 4 lecture hours. Fall and Spring semesters.

NUR 325 Nursing Concepts and Practice IV (3 cr)
This course prepares students to care for patients across the life span in various settings. Concepts are explored through exemplars and build from simple to complex through the semester. Concepts will be applied in both the classroom and clinical settings. NUR 325 must be taken with NUR 320 or the semester following 320. PREREQUISITES: ENG 102, NTR 205 or NTR 300, NUR 310, NUR 315. Mode of delivery: face-to-face. 1.5 lecture hours, 4.5 clinical hours. Fall and Spring semesters.

NUR 370 Concepts of Teaching/Learning (3 cr)
This course explores concepts of teaching/learning and health care literacy in relation to patient/family education in health care and community settings. PREREQUISITES: ENG 102, SPE 105, NUR 220, NUR 225. Mode of delivery: face-to-face, web-assisted. 3 lecture hours. Fall and Spring semesters.

NUR 415 Nursing Concepts and Practice V (3 cr)
This course prepares students to care for patients across the life span in various settings. Concepts are explored through exemplars and build from simple to complex through the semester. Concepts will be applied in both the classroom and clinical settings. PREREQUISITES: NUR 320, NUR 325, NUR 370. Mode of delivery: face-to-face. 2.5 lecture hours, 1.5 clinical hours. Spring and Summer semesters.

NUR 416 Information and Financial Management in Nursing (3 cr)
This course will introduce the use of informatics in nursing and financial management as it relates to nursing practice. Nursing informatics encompasses computerized technology, information systems, and nursing science to support the exchange of information needed in health care. Basic financial management concepts will be applied to nursing practice. PREREQUISITES: NUR 210. Mode of delivery: web-assisted. 3 lecture hours. Fall, Spring, and Summer semesters.

NUR 418 Introduction to Research (3 cr)
This course introduces students to research as the foundation for evidence-based practice.

PREREQUISITES: STA 165 or STA 330; NUR 220. Mode of delivery: web-assisted. 3 lecture hours. Fall and Spring semesters.

NUR 425 Nursing Concepts and Practice VI (3 cr)
This course prepares students to care for patients across the life span in various settings. Concepts are explored through exemplars and build from simple to complex through the semester. Concepts will be applied in both the classroom and clinical settings. PREREQUISITES: NUR 320, NUR 325, NUR 370. Mode of delivery: face-to-face. 2.5 lecture hours, 1.5 clinical hours. Spring and Summer semesters.

NUR 430 Concepts of Community Health Nursing (4 cr)
This course introduces the principles and concepts of Community Health Nursing and focuses on population health and determinates that affect health outcomes within aggregate groups. PREREQUISITES: NUR 320, NUR 325, NUR 370. Mode of delivery: face-to-face. 3 lecture hours, 3 clinical hours. Spring and Summer semesters.

NUR 450 Concepts of Nursing Leadership (3 cr)
This course focuses on the role of the nurse leader and manager of patient care across the life span and in all settings where nurses care for patients. A capstone seminar includes preparation for the NCLEX-RN licensure exam and entry to practice. PREREQUISITES: NUR 415, NUR 425; NUR 430. Mode of delivery: face-to-face, web-assisted. 3 lecture hours. Fall and Summer semesters.

NUR 460 Advanced Concepts of Nursing Practice (3 cr)
This course synthesizes concepts learned in previous semesters. Students explore complex health problems with multi-system involvement. PREREQUISITES: NUR 415, NUR 425; NUR 430. Mode of delivery: face-to-face. 2 lecture hours, 3 clinical hours. Fall and Summer semesters.

NUR 465 Transition to Clinical Practice (3 cr)
This course focuses on preparation for the Registered Nurse licensure exam (NCLEX-RN) and includes a 120-hour preceptored clinical practicum in which students work directly with an experienced Registered Nurse. PREREQUISITES: NUR 415, NUR 425, NUR 430. Mode of delivery: face-to-face. 9 clinical hours**.** Fall and Summer semesters.

PBH 180 Intro to Public Health (**3 cr)**
This course introduces the five core disciplines of public health: Healthy policy and management, social and behavioral sciences, biostatistics, epidemiology, and environmental health. The history of public health is explored, from landmark events to the current issues in public health today. The concepts of health equity, health disparities, and determinants of health are also presented. Current topics in public health are discussed including global issues, infectious diseases, environmental toxins, current research, and the impact of health care reform on public health services. PREREQUISITES: None. Mode of delivery: Web and face-to-face. 3 lecture hours. Fall, spring and summer semesters.

PBH 260 Environmental Health (3 cr)
This course explores the relationship of people to their environment by examining health issues, scientific causes, and approaches to control major environmental health problems. Emphasis is placed on understanding the ways in which biological, chemical, and physical agents in the environment cause disease and how it can be prevented or controlled within human populations. PREREQUISITES: PBH 180. Mode of delivery: face-to-face. 3 lecture hours. Summer and fall semester.

PBH 315 Global Health Issues (3 cr)
This course introduces and examines major health and health-related challenges of developing, resource-constrained, and emerging nations and discusses how individual countries and global health partners are finding solutions to address these challenges. Students will study and analyze a variety of health priorities among different populations, cultural settings, and health systems in relation to global health goals and partnerships. Issues of global health are interconnected with the most demanding cultural, socio-economic, physical and biological stressors of our time. These issues lie at the interconnection of achieving and sustaining social, human, and economic development requiring the best of interdisciplinary, multidisciplinary and trans-disciplinary methods and evidence-based strategies, including vigilance in cultural competence. PREREQUISITES: None. Mode of delivery: web-based. 3 lecture hours. Spring and summer semester.

PBH 415 Public Health Advocacy (3 cr)
This course is designed to familiarize students with key aspects of developing partnerships among private and public sector organizations for the purpose of assessing and improving the health of communities. Particular skills include coalition development, developing constituency/partnerships, team building, leadership, and advocacy for public health issues. PREREQUISITES: PBH 180. Mode of delivery: web-based. 3 lecture hours. Fall semester.

PBH 425 Program Planning in Health Promotion (3 cr)
This course provides core skills in planning and developing community health interventions in order to implement change at the individual, family, and community levels. An emphasis is placed on applying health promotion planning skills in designing a program for a target population. PREREQUISITES: PBH 180. Mode of delivery: face-to face. 3 lecture hours. Summer semester.

PBH 440 Grant Writing (3 cr)
This course examines the basic concepts of grant development, components of a grant, and research skills for identifying funding sources. Students will write a grant proposal to demonstrate the essential components of the application process. Students will also learn how to develop a budget for a proposed project and the financial documents needed. PREREQUISITES: ENG 102, HCA 303. Mode of delivery: web-based. 3 lecture hours. Spring semester.

PBH 460 Practicum (2 cr)
This course offers the opportunity to integrate, apply and be exposed to professions in the health care organization. Student, faculty member and preceptor will mutually agree on area of study and practicum setting. PREREQUISITES: Approval of program chair. Mode of delivery: web-based. 1 lecture hour, 3 preceptorship hours. Fall, spring and summer semester.

PBH 495 Capstone (1 cr)
The capstone experience is aimed at integrating the knowledge that students have developed throughout their undergraduate, bachelor-level academic careers in order to create a final capstone project. The project will link the areas of study in the student's personalized Bachelor of Science in Public Health degree plan to career and intellectual interests. The final written project will consist of research, literature reviews, and analysis toward a specified audience. A classroom presentation of the project is required. In addition, critical thinking skills and servant leadership activities will be assessed. The goal of the capstone experience is to have the student engage in self-assessment, reflection and analysis that prepares them for future success. PREREQUISITES: Approval of program chair. Mode of delivery: Web-based. 1 lecture hour. Fall, Spring, and Summer semester.

PHA 202 Pharmacology (3 cr)
This course is designed to give students an overview of the general principles of pharmacology and pharmacokinetics. Topics include the absorption, distribution, metabolism, and excretion of drugs, major drug classifications, and the dosages, therapeutic uses and actions, drug interactions, and adverse drug reactions of the commonly prescribed drugs. PREREQUISITE: BIO 185 or MA 106. Mode of delivery: face-to-face. 3 lecture hours. Fall, spring and summer semester.

PHI 110: Critical Thinking in a Diverse World (3 cr)
This course introduces the strategic concepts and skills of critical thinking as a foundation for providing competent health care in an ever-changing, diverse society. Units explored include the fundamentals of critical thinking, critical thinking for life and learning, essential skills of applied critical thinking in a diverse world, and essential skills of applied critical thinking in health care contexts. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall, spring and summer Semester.

PHI 120: Introduction to Philosophy (3 cr)
This course will provide students with a firm grounding in the discipline of philosophy. It will help them to cultivate a deeper reverence for all persons by giving them a sound understanding of the nature of the human person, a topic that philosophy has proven particularly adept at addressing. This course will lead students towards this goal by training them to articulate the intrinsic dignity of each person through the conceptual tools of philosophical discourse. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall Semester.

PHI 280: Caring in a Diverse Health Care Environment (3 cr)
This course facilitates an integration of personal and professional values that form the foundation for a philosophy of care giving and prepares students for the realities and challenges of care giving in their health care profession. The course examines dimensions of self-care to enhance preparation for a career in a health care profession. It explores the holistic care of others including vulnerable and culturally diverse patients, with a focus on suffering, faith, hope, healing, and death and dying. Students will also take part in a Service Learning Project where they will have the opportunity to both serve and learn from a vulnerable or diverse group. PREREQUISITE: Two semesters of professional courses in the major with three semesters recommended. Mode of delivery: web-based. 3 lecture hours. Fall, Spring, and Summer semester. Cross listed with NSG 280.

PHI 301 Critical Thinking (3 cr)
This course explores the nature and applications of critical and creative thinking in life, learning, and health care practice. Topics considered include the dispositions of an ethical reasoner, the universal elements of thought, and the evaluative standards for monitoring and the strategic skills for improving one's thinking abilities. This course may be used to meet the Communication Competency Requirement and Critical Thinking requirement for BSHCA and BSHS degrees. Mode of delivery: face-to-face; web-based. 3 lecture hours. Fall, Spring and Summer Semester.

PHI 302 Applied Critical Thinking (3 cr)
This course gives an advanced exploration and application of concepts and skills essential for practicing critical thinkers and competent health-care professionals in a diverse society. Opportunities are provided to develop proficiency in identifying and managing complex client problems and outcomes. Units explored include key issues in critical thinking, learning and life applications of critical thinking, and developing advanced critical thinking skills as applied in providing competent, professional health care. PREREQUISITE: PHI 110. Mode of delivery: face-to-face. 3 lecture hours.

PHI 314 Ethics (3 cr)
An introductory survey of the major moral theories of egoism, utilitarianism, deontological ethics, natural law theory, divine command theory, Kantian ethics, and virtue ethics. The course includes the application of these theories to practical moral dilemmas such as those that arise in the deliberations of freedom and determinism, truth and justice, reward and punishment, war, the beginning and end of human life, medical ethics, business ethics, and environmental ethics. Topics may vary. Mode of delivery: web-based. 3 lecture hours. Spring Semester.

PHI 320 Bioethics (3 cr)
This course provides future health care professionals with structured opportunities to strengthen their ethical decision making skills and their understanding of key terms, ethical standards, and moral theories. Students will examine a number of clinical cases and contemporary controversies and their connection with personal ethics, the law, and religion. Special emphasis will be given to how different cultures, religions, and belief systems make life and death decisions. An investigation of issues, principles, and theories in bioethics including a close examination of specific cases will be discussed. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall, Spring and Summer Semester.

PHY 101 Physics I (with Lab) (4 cr)
This course is designed to gain an understanding of the physics of everyday phenomena. Emphasis is given to developing critical thinking and reasoning skills toward the practical application of concepts in physics. Topics include measurement and analysis, motion, force, gravitation, work and energy, linear and angular momentum, conservation of energy, fluids, thermal physics, gases, electricity, magnetism and sound. The accompanying lab will reinforce lecture through hands-on experimentation. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall, Spring and Summer Semester.

PHY 102 Physics II (with Lab) (4 cr)
A second course in a two-semester sequence designed to stress the principles of modern physics which include mechanics, elasticity, vibration and wave motion, electricity and magnetism, light, optics, atomic, nuclear phenomena and relativity. The accompanying lab will reinforce lecture through hands-on experimentation. PREREQUISITE: PHY 101. Mode of delivery: face-to-face. 3 lecture hours, 2 laboratory hours. Fall, Spring and Summer Semester.

PSY 101 General Psychology (3 cr)
This course explores the discipline of psychology by examining central theories, scientific research and application of psychological principles on topics such as learning, motivation, emotion, personality, social psychology, and memory. Students learn to apply various psychological concepts to their experiences in everyday life. Particular emphasis is placed on the role of psychology in health and social behavior. Mode of delivery: face-to-face. 3 lecture hours. Fall, Spring and Summer Semester.

PSY 180 Introduction to Human Services (3 cr)
This course will provide an introductory overview of Human Services; including its history, theories, and ethical standards. Students will explore the roles, responsibilities, skills and qualities of human service professionals. PREREQUISITE: PSY 101. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall & Spring Semester.

PSY 202 Developmental Psychology (3 cr)
This course examines biological, environmental, and psychological factors involved in human life span development from conception to death. Cognitive, physical, emotional, and social aspects of age related change are explored from theoretical and empirical perspectives. Issues in life span development are examined through major developmental theories, with special emphasis on the practical application of these theories. PREREQUISITE: PSY 101. Mode of delivery: face-to-face, web-based. 3 lecture hours. Fall, Spring and Summer Semester.

PSY 240 Gerontology and Aging (3 cr)
This course is designed to provide an overview of aging and the field of gerontology. Topics include: population demographics, ageism, biological, psychological, and sociological aspects of aging, communication with elders, healthy aging, cultural diversity, legal issues, and end of life. Mode of delivery: face-to-face. 3 lecture hours. Summer Semester.

PSY 303 Abnormal Psychology (3 cr)
This course is a descriptive and explanatory survey of major behavior disorders from both clinical and theoretical perspectives. Included are diagnostic categories (such as depression and schizophrenia) etiology, and treatment of maladaptive or abnormal behaviors. PREREQUISITE: PSY 101. Mode of delivery: face-to-face. 3 lecture hours. Spring and Summer Semester.

PSY 325 Techniques of Individual/Group Counseling (3 cr)
This course will focus on developing listening, interviewing, and counseling skills for working with diverse individuals, couples, families, and groups. Students will spend time developing and practicing these skills including establishing rapport, empathetic listening, probing, confronting and problem solving. PREREQUISITE: PSY 180 Introduction to Human Services. Mode of delivery: face to face. Summer Semester.

PSY 365 Human Services Field Experience (3 cr)
This course will integrate theory with on-site practical experience in a human service agency. Students will learn about the agency's setting, methods of service, delivery, and target population while gaining knowledge and skills needed in the human service field. PREREQUISITE: PSY 180 Introduction to Human Services. Mode of delivery: Web Assisted. 1 lecture hours 2 practicum hours. Fall & Spring Semester.

PSY 410 Social Psychology (3 cr)
This course will explore how individual human behavior, feelings, and thoughts are influenced by others. Students will learn how to apply social psychological principles to everyday life situations. Topics that will be covered include conformity, mass communication, propaganda, persuasion, the development of attitudes, helping behavior, deception, attraction, and how humans can commit "inhuman" acts. PREREQUISITE: PSY101, SOC102.
Mode of delivery: face-to-face. 3 lecture hours. Fall Semester.

PTA 101 Fundamentals of Physical Therapy (with lab) (3 cr)
This course is an introduction to physical therapy and the role of the physical therapist assistant including historical perspectives, professional ethics, the role of the American Physical Therapy Association, and the patient/client management model. Skill and safety in positioning, draping, infection control, managing equipment, transfers, and assistive devices will be covered. Medical records, documentation, professional

behaviors, and learning styles are also introduced. PREREQUISITE: Admission to the PTA major; COREQUISITE: PTA 103. Mode of delivery: face-to-face. 1.5 lecture hours, 3 laboratory hours. Fall semester.

PTA 103 PTA Clinical I (1 cr)
This course is designed to introduce students to the clinical environment. Students will have the opportunity to interact with physical therapy staff and other health care professionals in order to increase their understanding of the physical therapy profession and delivery of health care. Students will incorporate Mercy's core values into their interactions with patients, families, and the health care team. These experiences occur off-campus. PREREQUISITE: Admission to the PTA major; COREQUISITE: PTA 101. Mode of delivery: face-to-face. 3 clinical hours. Fall semester.

PTA 130 Kinesiology (with lab) (4 cr)
This course is an introduction to the study of human movement. Forces, levers, joint function, muscle function, and analysis of movement are covered. Surface anatomy is also emphasized. PREREQUISITE: BIO 180, MED 101, PTA 101, PTA 103; COREQUISITE: PTA 135. Mode of delivery: face-to-face. 2.5 lecture hours, 3 laboratory hours. Spring semester.

PTA 135 Essential Skills in Physical Therapy I (with lab) (2 cr)
Beginning data collection skills are developed in the course. Visual appraisal, interviewing, vital signs, anthropometrics, cognition, pain assessment, range of motion, muscle strength, skin integrity, sensation, posture, and gait are covered. Guidelines for documentation are integrated into the content. Laboratory sessions will reinforce lecture material and allow for skill development. PREREQUISITE: BIO 180, ENG 101, MED 101, PTA 101, PTA 103, SPE 105; COREQUISITE: PTA 130. Mode of delivery: face-to-face. 1lecture hour, 2 laboratory hours. Spring semester.

PTA 160 Physical Therapy Modalities (with lab) (4 cr)
The focus of this course is on the application of thermal, mechanical, and electrotherapeutic modalities. Indications, precautions, and contraindications are discussed. Laboratory sessions will reinforce lecture material and allow for skill development. Case studies will reinforce legal and ethical practice in regard to modalities. PREREQUISITE: BIO 185, PTA 130, PTA 135; COREQUISITES: PTA 162, PTA 163, and PTA 165. Mode of delivery: face-to-face. 2.5 lecture hours, 3 laboratory hours. Summer semester.

PTA 162 Therapeutic Exercise (with lab) (4 cr)
This course introduces the principles of exercise training and progression. Specific responses of various physiological systems to exercise are presented. Benefits of physical activity and indications for specific exercises are discussed. Laboratory sessions will reinforce lecture material and allow for skill development. PREREQUISITE: PTA 130, PTA 135; COREQUISITES: PTA 160, PTA 163, and PTA 165. Mode of delivery: face-to-face. 2 lecture hours, 4 laboratory hours. Summer semester.

PTA 163 PTA Clinical II (2 cr)
This course provides students with the opportunity to interact with physical therapy staff and other health care practitioners in a clinical setting and to continue practicing skills. Students will correlate theory to clinical practice and perform physical therapy data collection techniques and interventions under the supervision of a licensed physical therapist and/or physical therapist assistant. This experience provides an introduction to progression and monitoring of a care plan in the clinical environment. Students will incorporate the core values of Mercy into their interactions with patients, families, and the health care team. PREREQUISITE: PTA 130, PTA 135. COREQUISITES: PTA 160, PTA 162, PTA 165. Mode of delivery: face-to-face. 6 clinical hours. (This clinical is 40 hours/week for 2 weeks.) Summer semester.

PTA 165 Essential Skills in Physical Therapy II (with lab) (2 cr)
This course provides continued instruction in data collection techniques including balance, coordination, muscle length, respiratory function, endurance, and functional assessment tools. Motor development milestones and environmental barriers are presented. Principles of teaching and learning are introduced. Guidelines for documentation are integrated into the content. Billing and coding are introduced. Laboratory sessions reinforce lecture material and allow for skill development. PREREQUISITE: PSY 101, PTA 130, PTA 135. COREQUISITES: PTA 160, PTA 163, AND PTA 162. Mode of delivery: face-to-face. 1 lecture hour, 2 laboratory hours. Summer semester.

PTA 201 Physical Therapy Interventions for Musculoskeletal and Integumentary Conditions (with lab) (3 cr)
This course focuses on the prevention and management of musculoskeletal and integumentary conditions. Specific therapeutic interventions will be presented. Application of exercise and tissue healing principles is emphasized. Laboratory sessions reinforce lecture material and allow for skill development. PREREQUISITE: BIO 302, PTA 160, PTA 162, PTA 163, PTA 165; COREQUISITES: PTA 202, PTA 204. Mode of delivery: face-to-face. 2 lecture hours, 2 laboratory hours. Fall semester.

PTA 202 Physical Therapy Interventions for Neuromuscular and Cardiopulmonary Conditions (with lab) (3 cr)
This course focuses on the prevention and management of neuromuscular and cardiopulmonary conditions. Specific therapeutic interventions will be presented. Application of exercise and motor control principles is emphasized. Laboratory sessions reinforce lecture material and allow for skill development. PREREQUISITE: BIO 302, PTA 160, PTA 162, PTA 163, PTA 165; COREQUISITES: PTA 201, PTA 204. Mode of delivery: face-to-face. 2 lecture hours, 2 laboratory hours. Fall semester.

PTA 204 Professional Issues (2 cr)
This course focuses on professional skills needed to function in entry-level practice. Students will explore communication, values, ethical situations, advocacy, organizational structures, quality improvement, federal and state regulations, and career planning. Preparation for the licensure examination begins. PREREQUISITE: PTA 160, PTA 162, PTA 163, PTA 165; COREQUISITES: PTA 201, PTA 202. Mode of delivery: face-to-face. 1 lecture hour. Fall semester.

PTA 230 Issues in Clinical Practice (1 cr)
This course provides students with the opportunity to reflect on clinical experiences. Topics include ethical situations, quality assurance, organizational structures/operations, and clinical problem solving. The collaborative relationship between the physical therapist and the physical therapist assistant will be reinforced. The importance of lifelong learning is emphasized. PREREQUISITE: PSY 202, PTA 204; COREQUISITE: PTA 232, PTA 234, PTA 235 Mode of delivery: face-to-face. 1 lecture hour. Spring semester.

PTA 232 PTA Clinical III (5.5 cr)
This course provides students with the opportunity to interact with physical therapy staff and other health care practitioners in a clinical setting and to continue development of clinical skills. Students will perform physical therapy data collection and interventions under the supervision of a licensed physical therapist and/or physical therapist assistant. Students will incorporate the core values of Mercy into their interactions with patients, families, and the health care team. This experience occurs off-campus. PREREQUISITE: PTA 201, PTA 202, PTA 204; COREQUISITE: PTA 230, PTA 234, and PTA 235. Mode of delivery: face-to-face. 16.5 clinical hours. Spring semester.

PTA 234 PTA Clinical IV (5.5 cr)
This course provides students with the opportunity to perform the duties and responsibilities of an entry-level physical therapist assistant under the supervision of a licensed physical therapist and/or physical therapist assistant. Students will incorporate the core values of Mercy into their interactions with patients, families, and the health care team. This experience occurs off-campus. PREREQUISITE: PTA 201, PTA 202, PTA 204; COREQUISITE: PTA 232, PTA 230, and PTA 235. Mode of delivery: face-to-face. 16.5 clinical hours. (This clinical is 40 hours/week for 6 weeks). Spring semester.

PTA 235 PTA Seminar (1 cr)
This course serves as a culminating experience in which students are expected to apply knowledge gained throughout the curriculum to professional practice. Students will select a clinically-related project which will be completed during Clinical IV. A formal paper and presentation to peers and faculty will follow. A mock licensure examination will also be administered. PREREQUISITE: PTA 201, PTA 202, PTA 204; COREQUISITE: PTA 230, PTA 232 and PTA 234. Mode of delivery: face-to-face. 1 lecture hour. Spring semester.

RAD 101 Foundations in Radiologic Imaging (2 cr)
Based on the belief that all persons have the right to warm, personal, and quality care, this course is designed to provide students with the knowledge and skills to function as caring and compassionate

individuals when performing medical imaging procedures. Students will explore topics such as the history of medical imaging, the student's role on the health care team, radiation protection procedures, ethical and legal principles, medical terminology, patient care techniques, and methods for protecting self, patient, and public from ionizing radiation. COREQUISITES: RAD 104, RAD 110. Mode of delivery: face-to-face. 2.5 lecture hours. Summer 12-week semester.

RAD 104 Principles of Radiologic Imaging I (2 cr)
Producing diagnostic radiographic images involves an understanding of a multitude of technical factors and their effect on the image. Students are challenged to correlate their understanding of human anatomy and physiology to the effect of radiation on the human body. Through in-depth discussions and class activities, students will learn how to utilize technical factors to produce quality diagnostic images. These images are critical in the diagnosis of injury or disease. COREQUISITES: RAD 101, RAD 110. Mode of delivery: face-to-face. 2.5 lecture hours. Summer 12-week semester.

RAD 110 Applied Radiography I (3 cr)
Radiographic imaging involves much more than just bones. Imaging the intricate internal anatomy of the human body requires students to understand and utilize a wide variety of positioning techniques. Producing a diagnostic study of the hand requires a minimum of three different patient positions while imaging the digestive system requires many positions and collaboration between a radiologist, a staff radiographer, and the student to assure that all anatomy is visualized. Through the use of intensive classroom and laboratory sessions, the student is introduced to the organization and functioning of the radiology department as well as positioning techniques for the chest, abdomen, upper extremity, and lower extremity. COREQUISITES: RAD 101, RAD 104. Mode of delivery: face-to-face. 2 hours lecture and 4 hours lab each week. Summer 12-week semester.

RAD 111 Clinical Practicum I (2 cr)
This course is designed to introduce students to the clinical environment. Through weekly rotations, students have the opportunity to interact with staff radiographers and radiologists to begin developing clinical skills. Students will correlate theory to practice by developing a Technique Book and performing radiographic examinations on patients under the supervision of staff radiographers. Students are challenged to incorporate the core values of Mercy into their interactions with patients, patients' families, and the health care team. Instructor and clinical staff evaluations of student cognitive, psychomotor, and affective skills during clinical rotations are used to correlate theory to practice. PREREQUISITES: RAD 101, RAD 104, RAD 110; COREQUISITES: RAD 114, RAD 120. Mode of delivery: face-to-face. 16 clinical practicum hours. Fall semester.

RAD 114 Principles of Radiologic Imaging II (2 cr)
This course is designed to build on RAD 104 and the knowledge of principles and procedures needed to image human anatomy. Previously learned factors will be reinforced, with new technical factors introduced, and AEC/manual techniques leading to a broad based knowledge of imaging techniques. Students will also be introduced to digital radiography and PACS. PREREQUISITES: RAD 101, RAD 104, RAD 110; COREQUISITES: RAD 111, RAD 120. Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

RAD 116 Imaging Systems (3 cr)
Through a variety of classroom activities, students will explore image processing, fluoroscopy, digital imaging, and advanced imaging procedures to correlate theory with practice. Due to the rapidly changing field of medical imaging, new and emerging imaging systems will be incorporated into this course. The student will also be introduced to modalities beyond diagnostic imaging such as CT, MRI, Nuclear Medicine, Radiation Therapy and Ultrasound. PREREQUISITES: RAD 111, RAD 114, RAD 120; COREQUISITES: RAD 121, RAD 130. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

RAD 120 Applied Radiography II (3 cr)
This course is designed to build on the cognitive, psychomotor, and affective skills learned in RAD 110. Intensive classroom and laboratory sessions will continue as students learn how to position patients for examinations of the spinal column, shoulder girdle, pelvic girdle, gastrointestinal tract, and genitourinary system. An in-depth discussion on contrast media and their usage in medical imaging will be presented. This course will introduce students to the preparation of clinical case studies to correlate theory with

practice. PREREQUISITES: RAD 101, RAD 104, RAD 110; COREQUISITES: RAD 111, RAD 114. Mode of delivery: face-to-face. 1.5 lecture hours, 3 laboratory hours. Fall semester.

RAD 121 Clinical Practicum II (2 cr)
This course allows students to continue performing radiographic examinations learned in RAD 110, begin performing examinations learned in RAD 120, and increase participation in procedures involving the gastrointestinal tract, genitourinary system, surgical procedures, trauma, and mobile examinations. The core values of Mercy will continue to be emphasized as students expand their patient care responsibilities. PREREQUISITES: RAD 101, RAD 104, RAD 110, RAD 111, RAD 114, RAD 120; COREQUISITES: RAD 116, RAD 130. Mode of delivery: face-to-face. 16 clinical hours. Spring semester.

RAD 130 Applied Radiography III (2 cr)
This course is the third in the Applied Radiography series and builds on the previous two courses as students continue to learn positioning procedures in order to produce quality diagnostic images to help radiologists and physicians interpret patients' injuries and diseases. During this course, students will learn positioning techniques for the skull and facial bones. In addition, they will expand their knowledge of radiographic examinations by researching special imaging procedures such as myelograms, arthrograms, and venograms. Imaging techniques specific to the geriatric and pediatric patient will be presented. PREREQUISITES: RAD 101, RAD 104, Rad 110, RAD 111, RAD 114, RAD 120, RAD 121; COREQUISITES: RAD 116, RAD 121. Mode of delivery: face-to-face. 1 lecture hour, 2 laboratory hours. Spring semester.

RAD 131 Clinical Internship III (5 cr)
This course is designed to build on the knowledge, skills, and attitudes learned in RAD 111 and RAD 121. Students will continue to develop and demonstrate an increasing degree of competency in the performance of radiographic examinations. Trauma rotations will provide the student with an opportunity to learn from a variety of physicians and radiographers. Students will spend more time in clinical areas improving their technical skills, demonstrating the core values of Mercy in their patient care interactions, and using critical thinking and problem solving methods to produce quality diagnostic images. PREREQUISITES: RAD 101, 104, 110, RAD 114, RAD 116, RAD 120, RAD 121, RAD 130. Mode of delivery: face-to-face. 40 clinical internship hours for 12 weeks, 32 hours for 2 weeks and 24 hours for 1 week. Summer semester.

RAD 202 Radiographic Pathology (3 cr)
Radiographers must understand the effect of trauma and disease on the human body. Through an in-depth study of radiographic pathology, students learn how to adjust technical factors to produce diagnostic images of intricate internal human anatomy. Knowledge of pathological conditions also enables students to care for patients' needs, perform examinations with as little discomfort as possible, and maintain radiation exposure as low as reasonably achievable. Through the development of a portfolio, students will correlate theory to practice and augment their knowledge of the relationship between human pathology and the production of quality diagnostic images. Course delivery involves online activities and proctored examinations. PREREQUISITES: RAD 101, RAD 104, RAD 110, RAD 111, RAD 114, RAD 120, RAD 121, RAD 130, RAD 131; COREQUISITES: RAD 203, RAD 205, RAD 210, RAD 211. Mode of delivery: web assisted. 3 lecture hours. Fall semester.

RAD 203 Advanced Patient Care (2 cr)
Radiographers are "first on the scene" when trauma patients are brought into a hospital and need to be able to respond quickly to emergency situations. From basic life support to advanced skills for patient assessment, students learn the techniques needed to assist the radiologist and/or emergency medical personnel during the performance of radiographic examinations. Through lecture, simulations, and skills labs, students are challenged to learn these advanced skills needed to care for patients. PREREQUISITES: RAD 131; COREQUISITES: RAD 202, RAD 205, RAD 210, RAD 211. Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

RAD 205 Radiation Physics (3 cr)
Students need to know and understand the responsibilities of operating today's million dollar imaging equipment. Based upon a review of electromagnetic radiation and an in-depth study of electricity and its components, students learn methods needed to operate radiographic equipment within safe limits. In addition, students learn the skills needed to evaluate basic equipment operation and understand the

importance to patient care of reporting malfunctions to the proper authorities. Graduates choosing to further their education have a solid foundation to build upon as they pursue advanced specialty areas of the medical imaging sciences. PREREQUISITES: RAD 131; COREQUISITES: RAD 202, RAD 203, RAD 210, RAD 211. Mode of delivery: web-based. 3 lecture hours. Fall semester.

RAD 210 Applied Radiography IV (2 cr)
Physicians depend on radiographers to produce diagnostic x-ray images. These images are often the first procedures ordered for the diagnosis of a patient's injury or disease. The purpose of this course is to provide a "real life" atmosphere in the classroom as students use their critical thinking and problem solving skills to evaluate x-ray images. In a seminar format, x-rays are presented and students are challenged to determine the diagnostic quality and discuss how the images could be improved to reduce repeated examinations. Producing diagnostic images the first time is critical in reducing patient exposure to ionizing radiation. PREREQUISITES: RAD 131; COREQUISITES: RAD 202, RAD 203, RAD 205, RAD 211. Mode of delivery: face-to-face. 2 lecture hours. Fall semester.

RAD 211 Clinical Practicum IV (3 cr)
Students will demonstrate an increased degree of speed, efficiency, and competence when positioning patients for radiographic examinations. Critical thinking and problem solving in the production of quality diagnostic images will be emphasized. Students at this level of the major are in their second year of the major and will exhibit increased independence in their clinical skills. PREREQUISITES: RAD 131; COREQUISITES: RAD 202, RAD 203, RAD 205, RAD 210. Mode of delivery: face-to-face. 24 clinical practicum hours. Fall semester.

RAD 215 Radiation Biology (3 cr)
From Hiroshima and Nagasaki to the Chernobyl disaster, the public is well aware that ionizing radiation is dangerous if not appropriately used by educated and skilled professionals. Radiation exposures must always be kept as low as reasonably achievable with the benefits of an examination outweighing the risks of radiation exposure. This course will provide students with information about the effects of radiation on the human body. Students will explore the history of Radiologic Technology and examine protection methods to assure radiation safety practices. Graduates of the major are expected to know, understand, and utilize radiation protection devices and procedures to protect themselves, the patient, and the health care team from unnecessary radiation exposure. PREREQUISITES: RAD 202, RAD 203, RAD 205, RAD 210, RAD 211; COREQUISITES: RAD 220, RAD 221. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

RAD 220 Applied Radiography V (3 cr)
This course is designed to provide the student with a comprehensive review prior to sitting for the American Registry of Radiologic Technologists (ARRT) National Board Examination. Through intensive discussions, group activities, and mock registry examinations, students are challenged to organize their studies to determine content areas needing additional reinforcement. PREREQUISITES: RAD 202, RAD 203, RAD 205, RAD 210, RAD 211; COREQUISITES: RAD 215, RAD 221. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

RAD 221 Clinical Practicum V (3 cr)
Students at this level of the major are finishing their clinical competency requirements and preparing for graduation from the major. All previous knowledge, skills, and attitudes related to producing quality diagnostic images are reinforced. The core values of Mercy are once again stressed as students prepare to enter the professional workplace. PREREQUISITES: RAD 202, RAD 203, RAD 205, RAD 210, RAD 211; COREQUISITES: RAD 215, RAD 220. Mode of delivery: face-to-face. 24 clinical practicum hours. Spring semester.

RDG 095 College Preparatory Reading (3cr)
This course is designed to help students succeed with college-level reading assignments. Emphasis will be placed on vocabulary development, basic comprehension abilities, and effective reading strategies. In particular, students will develop fundamental, critical reading skills which will empower them to recognize the main idea and distinguish supporting details in written works. Mode of delivery: face-to-face. 3 lecture hours.

REL 301 Comparative Christian Traditions (3 cr)
This course is an in-depth exploration and study of the major Christian theological traditions. Through biblical, theological, historical, and critical analysis, students will be able to compare and contrast the systematic integrity of the various traditions, develop a greater respect for the unity and diversity of faith and practice among Christians, and engage in a lifelong process of discovering and learning truth, growing spiritually, and meaningfully participating in positively shaping their world as individuals and health care professionals. Mode of delivery: face-to-face. 3 lecture hours. Spring Semester.

REL 320 New Testament Analysis (3 cr)
This course is an intensive analysis and discussion of the New Testament. In addition to understanding the theological significance of each New Testament book with respect to standard methodology of biblical interpretation, students will engage in an in-depth examination of the caring and curative ministry of Jesus Christ as recorded in selected Gospel accounts and explore those aspects which are relevant to their lives and practice as effective health care professionals. Mode of delivery: face-to-face. 3 lecture hours. Fall Semester.

REL 334 Comparative World Religions (3 cr)
This course is an in-depth exploration and critical analysis of the major world religions whereby students will be able to compare and contrast the systematic integrity of the various religions, along with their impact on humankind with special attention given to aspects relevant for providing caring/competent health care to those from diverse religious backgrounds. Mode of delivery: face-to-face; web-based. 3 lecture hours. Summer Semester.

SLP 999 Service Learning Project (0 cr)
In this course students will complete meaningful service to their community. Students will then integrate this service with reflection in order to enhance the students' educational experience.

SOC 102 Sociology (3 cr)
This course surveys the definition, scope, basic concepts and theories of sociology. It examines the scientific approach to the study of society and includes practical application of concepts. Topics include socialization, group formation, deviance, norms, institutions, and social stratification.
Mode of delivery: face-to-face; web-assisted. 3 lecture hours. Fall, Spring and Summer Semester.

SOC 360 Death, Dying, and Bereavement (3 cr)
In this course, students have the opportunity to explore and perhaps, transform their personal death and dying awareness, through education, experiential learning, sharing, and reflection. Topics that are covered include historical and contemporary perspectives on death, dying, and grieving; the dying and grieving process; the emotional and spiritual needs of the dying and grieving individual; cultural influences of the dying and grieving process; death anxiety; and the importance of leaving a life legacy.
PREREQUISITES: SOC 102. Mode of delivery: face-to-face. 3 lecture hours. Summer Semester.

SOC 415 A Social Justice Approach to Social Issues (3 cr)
The unequal distribution of benefits and the hardships throughout the world are key contributors to social problems, including those issues that impact health. Using a social justice approach, this course will study domestic and international social issues, including such issues as to poverty, health care, globalization, discrimination, and the environment. PRE-REQUISITE: SOC 102. Mode of delivery: face-to-face. 3 lecture hours. Spring semester.

SPA 101 Spanish I (3 cr)
This course focuses on pronunciation, vocabulary, and the essentials of grammatical structures with an emphasis on aural-oral practice in the learning of spoken Spanish. Mode of delivery: face-to-face; web-assisted. 3 lecture hours. Spring and Summer semester.

SPA 102 Spanish II (3 cr)
This course is a continuation of SPA 101 with increased emphasis on spoken Spanish. PREREQUISITE: SPA 101. Mode of delivery: face-to-face. 3 lecture hours. Fall semester.

SPE 105 Small Group Communication (1 cr)
This course is an introduction to group formation and processes, including strategies of interaction and for

the individual as an effective participant/leader in task-oriented groups. Mode of delivery: face-to-face. 1 lecture hour. Fall, Spring and Summer Semester.

STA 165 Fundamentals of Statistics (3 cr)
This course emphasizes the fundamental principles and methods of statistical analysis in a general context. Descriptive and inferential topics covered include the description and comparison of data, probability, discrete probability distributions, normal probability distributions, estimates and sample size, hypothesis testing, correlation/regression, multinomial distributions, analysis of variance and non-parametric test. Prerequisites: None. Mode of delivery: face to face; web based. 3 lecture hours. Fall, Spring, and Summer semester.

STA 330 Biostatistics (3 cr)
This course emphasizes the principles and methods of statistical analyses for health sciences. Descriptive and inferential topics covered include the description of data, probability, normal distributions, sample distributions, confidence intervals, hypothesis testing, the comparison of two independent or paired samples, categorical data (chi-square, Fisher's test, McNemar's test, etc.), analysis of variance (ANOVA), correlation and regression. Emphasis on understanding and evaluating statistical analysis in published research. PREREQUISITE: MAT or STA 100 or higher-level math course. Mode of delivery: face-to-face; web-based. 3 lecture hours. Fall, Spring and Summer Semester.

STA 420 Research Methodologies (3 cr)
The purpose of this course is to provide students with a comprehensive understanding of the basic skills needed to conduct research. Course topics will include qualitative and quantitative research methodologies. PREREQUISITE: STA 100 or higher. Mode of delivery: web-based. 3 lecture hours. Fall, Spring and Summer Semester.

STA 470 Advanced Research (3 cr)
This course utilizes the knowledge and skills obtained in STA 420 Research Methodologies in order to conduct a research project. The research project will be presented in a written and oral presentation. PREREQUISITE: STA420. Mode of delivery: web-based. 3 lecture hours. Fall, Spring and Summer Semester.

SUR 101 Introduction to Surgical Technology (4 cr)
This course offers the foundational theories and techniques of surgery. Within this course legal concepts, risk management, and ethical issues are analyzed. Discussions about the surgical patient, special populations that require surgical intervention, the physical environment, safety standards, and basic terminology used in the surgical setting are also examined. COREQUISITES: BIO 180, SUR 109. Mode of delivery: Face-to-face/web-based; 4 lecture hours. Fall semester.

SUR 109 Principles and Practice of Surgical Technology (7 cr)
This course introduces basic concepts needed to function within the operating room environment. It offers instruction on biomedical science, preventing perioperative disease transmission, hemostasis, emergency situations, and all-hazards preparation. Further emphasis is placed on surgical instrumentation, equipment, supplies, wound healing, sutures, needles, and surgical case management. The lab portion of this course provides students hands-on learning and the opportunity to apply the foundational knowledge needed to provide optimal patient care in a surgical setting. COREQUISITES: BIO 180, SUR 101. Mode of delivery: face-to-face. 4 lecture hours and 6 lab hours. Fall Semester.

SUR 131 Surgical Techniques/Procedures (6 cr)
This course is designed to allow students to correlate relevant surgical anatomy, physiology, and pathophysiology to surgical procedures. Diagnostic interventions, pre-op, intra-op, and post-op factors unique to surgical specialties will also be discussed. PREREQUISITES: BIO 180, SUR 101, SUR 109, COREQUISITE: SUR 132, SUR 140. Mode of delivery: Web-Assisted. 6 lecture hours. Spring Semester.

SUR 132 Clinical I (6 cr)
This course emphasizes hands-on application of relevant surgical anatomy, physiology, pathophysiology, diagnostic interventions, and factors unique to the pre-op, intra-op, and post-op surgical environment. Students will incorporate the core values of Mercy into their interactions with patients, families, and the surgical team at various health care facilities. PREREQUISITES: BIO 180, SUR 101, SUR 109,

COREQUISITE: SUR 131, SUR 140. Mode of delivery: face-to-face. 360 clinical hours (This clinical is 24 hours/week for 15 weeks). Spring Semester.

SUR 140 Pharmacology for Surgical Technologists (2 cr)
This course will enhance fundamental math skills and provide a summary of basic pharmacology, drug regulation and drug administration. Drugs frequently used in the surgical setting will be examined along with an overview of anesthesia administration and general practice. PREREQUISITES: BIO 180, SUR 101, SUR 109, COREQUISITE: SUR 131, SUR 132. Mode of delivery: face-to-face. 2 lecture hours. Spring Semester.

SUR 162 Clinical II/Preceptorship (6 cr)
This course emphasizes a preceptorship with hands-on application of relevant surgical anatomy, physiology, pathophysiology, diagnostic interventions, and factors unique to the pre-op, intra-op, and post-op surgical environment. Students will incorporate the core values of Mercy into their interactions with patients, families, and the surgical team at various health care facilities. PREREQUISITES: BIO 180, SUR 101, SUR 109, SUR 131, SUR 132, SUR 140; COREQUISITE: SUR 163. Mode of delivery: 240 clinical hours (This clinical is 24 hours/week for 10 weeks. Summer Semester.

SUR 163 Professionalism for Surgical Technologist (2 cr)
This course is designed to prepare students for the NBSTSA (National Board of Surgical Technologist and Surgical Assisting) certification exam, interview processes, resume writing, various employment opportunities in surgical technology. AST membership and continuing education requirements as well as legal issues relating to surgical technologist will also be examined. PREREQUISITES: BIO 180, SUR 101, SUR 109, SUR 131, SUR 132, SUR 140. COREQUISITE: BIO 203, PHI 110, SUR 162 Mode of delivery: face-to-face 3 lecture hours. Summer Semester.

SUR 201 Perioperative Professional Issues (2 cr)
This course is designed for the student pursuing the associate of science in surgical technology degree. A seminar approach is used to explore ethical and professional issues impacting the surgical technologist in the care of the surgical patient. PREREQUISITES: BIO 180, BIO 203, PHI 110, SUR 101, SUR 109, SUR 131, SUR 132, SUR 140, SUR 162, SUR 163. Mode of delivery: Web-based, 2 lecture hours. Summer Semester.

SVL 285 Servant Leadership (3 cr)
The Sisters of Mercy have been servant leaders throughout the world. We continue their legacy by helping students begin lifelong journeys as servant leaders whose positive influence will extend to homes, communities, workplaces, and nations. Considering Catherine McAuley as our exemplar, students will explore the skills, knowledge, and characteristics necessary to be servant leaders. With a servant's heart, students will work with a community partner to lead a service project that addresses a need in the community. Topics include Mercy history, servant leadership characteristics, listening, working with diverse people, teamwork, accepting responsibility, ill-structured problem-solving, and self-care. Service learning is an integral component for successful completion. Mode of delivery: face-to-face, web-assisted, or web-based. Fall, Spring, and Summer semester.

Liberal Arts and Science Courses at a Glance

Below is a list of Liberal Arts and Sciences Courses available to all students.

Education		
EDU 301	Educational Methodologies	3 credits
EDU 350	Education Psychology	3 credits
EDU 410	Curriculum Development	3 credits
EDU 430	Staff and Professional Development	3 credits
EDU 440	Public Health Advocacy	3 credits
EDU 480	Essentials of Preceptorship	3 credits
Humanities		
ART 120	Art Appreciation	3 credits
ENG 095	College Preparatory Writing	3 credits
ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
ENG 165	African American Literature	3 credits
ENG 225	Young Adult Literature	3 credits
ENG 330	Special Topics in Literature	3 credits
ENG 335	Literature and Medicine	3 credits
ESL 095	ESL Communications and College Preparatory Course	3 credits
FRE 101	French I	3 credits
GLS 220	Cultural Perspectives on Global Health	3 credits
HIS 236	History of the Modern World	3 credits
HUM 120	Introduction to Film	3 credits
MUS 120	Music Appreciation	3 credits
PHI 110	Critical Thinking in a Diverse World	3 credits
PHI 120	Introduction to Philosophy	3 credits
PHI 280	Caring in a Diverse Health Care Environment	3 credits
PHI 301	Critical Thinking	3 credits
PHI 302	Applied Critical Thinking	3 credits
PHI 314	Ethics	3 credits
PHI 320	Bioethics	3 credits

RDG 095	College Preparatory Reading	3 credits
REL 301	Comparative Christian Traditions	3 credits
REL 320	New Testament Analysis	3 credits
REL 334	Comparative World Religions	3 credits
SPA 101	Spanish I	3 credits
SPA 102	Spanish II	3 credits
SPE 105	Small Group Communication	1 credit
SVL 285	Servant Leadership	3 credits
Math Sciences		
MAT 095	Pre-Algebra	3 credits
MAT 102	Math for General Studies	3 credits
MAT 120	College Algebra	3 credits
STA 165	Fundamentals of Statistics	3 credits
STA 330	Biostatics	3 credits
STA 402	Statistics	3 credits
STA 420	Research Methodologies	3 credits
STA 470	Advanced Research	3 credits
Natural Sciences		
AST 130	Astronomy	3 credits
BIO 095	Introductory Biology	3 credits
BIO 101	General Biology I (Lec/Lab)	4 credits
BIO 102	General Biology II (Lec/Lab)	4 credits
BIO 130	Principles of Microbiology (Lec/Lab)	4 credits
BIO 180	Human Anatomy (Lec/Lab)	4 credits
BIO 185	Human Physiology (Lec/Lab)	4 credits
BIO 203	Microbiology (Lec/Lab)	4 credits
BIO 302	Pathophysiology	3 credits
BIO 320	Genetics (Lec/Lab)	3 credits
BIO 360	Immunology	1 credit
BIO 400	Pathogenic Microbiology (Lec/Lab)	3 credits
BIO 410	Advanced Anatomy (Lec/Lab)	3 credits

BIO 450	Histology and Embryology (Lec/Lab)	3 credits
BIO 460	Cell and Molecular Biology	3 credits
CHE 095	Introductory Chemistry (Lec/Lab)	3 credits
CHE 101	Chemistry I (Lec/Lab)	3 credits
CHE 102	Chemistry II (Lec/Lab)	4 credits
CHE 320	Organic Chemistry (Lec/Lab)	4 credits
CHE 321	Organic Chemistry II (Lec/Lab)	4 credits
CHE 420	Biochemistry (Lec/Lab)	4 credits
NTR 205	Nutrition	3 credits
NTR 300	Applied Nutrition	3 credits
PHA 202	Pharmacology	3 credits
PHY 101	Physics I (Lec/Lab)	4 credits
PHY 102	Physics II (Lec/Lab)	4 credits
Social Sciences		
ECN 202	Economics	3 credits
PSY 101	General Psychology	3 credits
PSY 180	Introduction to Human Services	3 credits
PSY 202	Developmental Psychology	3 credits
PSY 240	Gerontology and Aging	3 credits
PSY 303	Abnormal Psychology	3 credits
PSY 325	Techniques of Individual/Group Counseling	3 credits
PSY 365	Human Services Field Experience	3 credits
PSY 410	Social Psychology	3 credits
SOC 102	Sociology	3 credits
SOC 360	Death, Dying and Bereavement	3 credits
SOC 415	A Social Justice Approach to Social Issues	3 credits
General		
CMP 120	Computer Informatics	3 credits
MED 101	Medical Terminology	1 credit
LAS 295	Capstone	1 credit
LAS 495	Capstone	1 credit

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Appendix A: Tuition and Fees

Tuition

Full-time Tuition (per academic term): $8,976.00

Tuition is charged at the full-time rate when enrollment is between 12 and 18 credit hours in any term.

Part-time Tuition (per credit hour): $659.00

Tuition is charged on a per credit hour basis when enrollment is less than 12 credit hours in any term.

Overload Tuition (per credit hour): $659.00

If enrollment in any term exceeds 18 credit hours, each credit hour in excess of 18 hours has an addition per-credit-hour charge.

Accelerated BSN Program Cost $30,600.00

The program cost for the accelerated BSN major will be billed in three equal installments; the first installment will cover the enrollment period from September – December, the second installment will cover the enrollment period from January – May and the third installment will cover the enrollment period from May – August.

The Program cost applies to and covers nursing professional courses which follow the course naming format (NUA-###) and Servant Leadership (SVL-285). Any student who elects to take additional courses in addition to the NUA-### or SVL-285 courses will incur additional tuition charges equal to the number of additional credit hours taken multiplied by the part-time per-credit-hour rate. Any student who is required to or elects to repeat one or more NUA-### or SVL-285 courses will incur additional tuition charges equal to the number of repeated credit hours taken multiplied by the part-time-per-credit-hour rate. If a student voluntarily elects to take SVL-285 or an NUA-### course, despite being eligible for a reduced credit hour load as described in the next paragraph, then additional tuition charges above the Program cost will not be incurred. However, any such course taken a second time after enrollment in the Accelerated BSN major begins will result in additional tuition as calculated in the manner described in this paragraph for course repeats.

Any student who has previously taken SVL-285 or other course which is officially determined to be equivalent to an NUA-### course will not receive a reduction in the Program cost if the student elects not to retake or take the applicable course(s). The benefit the student will realize and receive when he or she elects not retake or take the applicable course(s) is the reduced credit hour load.

Paramedic Program Cost (2-term and 3-term): $13,020.00

The Paramedic tuition only applies to and covers only paramedic professional courses which follow the course naming format of EMS-###. Any student who elects to take additional courses in addition to the EMS-### courses will incur additional tuition charges equal to the number of additional credit hours taken multiplied by the part-time per-credit-hour rate. Any student who is required to or elects to repeat a professional course or classes not required to earn the Paramedic Certificate will incur additional tuition charged equal to the number of repeated credit hours taken multiplied by the part-time-per-credit-hour rate. Students who repeat EMS course(s) will pay the per credit hour tuition rate for the repeated course(s). The combined tuition for courses in the major and additional-course tuition in each term will not exceed the current full-time tuition amount for that term up to 18 credit hours. Enrollment above 18 credit hours of non-EMS courses will result in paying the course overload tuition.

The Paramedic tuition will be billed in two equal amounts for 2-term offerings and three equal amounts for 3-term offerings. Each installment payment is due on or before the first day of each respective term. Tuition is considered fully earned by the College as specified in the Tuition

Adjustment Policies Section of the Mercy College of Health Sciences, College Catalog. If a student drops or withdrawals and financial aid must be returned to the government, the student is personally responsible for the full amount of the resulting unpaid tuition.

Undergraduate Audit Tuition (per credit hour): $165.00

Tuition at charged when neither a neither a letter grade nor academic credit is awarded by the College. See the Academic Policies and Procedures Section of the Collage Catalog for more information.

Certificate Tuition: EMT, CCP & MBC

Emergency Medical Technician Certificate – Onsite $900.00

Tuition rate applied when a student enrolls in the Emergency Medical Technician course offered on the Mercy College Campus. A student may elect to take this course for six hours of academic credit. If a student elects to take the course for credit, the business-office policies which normally govern short-term certificates are not applicable, but instead, all for-credit policies, including tuition and fee amounts will apply.

Emergency Medical Technician Certificate - Hybrid 0 to 100 miles $1,100.00

Tuition rate applied when a student enrolls in the Emergency Medical Technician course offered at a location which is 0 to 100 miles away from the Mercy College Campus. A student may elect to take this course for six hours of academic credit. If a student elects to take the course for credit, the business-office policies which normally govern short-term certificates are not applicable, but instead, all for-credit policies, including tuition and fee amounts will apply.

Emergency Medical Technician Certificate - Hybrid 101 to 150 miles $1,200.00

Tuition rate applied when a student enrolls in the Emergency Medical Technician course offered at a location which is 101 to 150 miles away from the Mercy College Campus. A student may elect to take this course for six hours of academic credit. If a student elects to take the course for credit, the business-office policies which normally govern short-term certificates are not applicable, but instead, all for-credit policies, including tuition and fee amounts will apply.

Emergency Medical Technician Certificate - Hybrid 151 to 200 miles $1,300.00

Tuition rate applied when a student enrolls in the Emergency Medical Technician course offered at a location which is 151 to 200 miles away from the Mercy College Campus. A student may elect to take this course for six hours of academic credit. If a student elects to take the course for credit, the business-office policies which normally govern short-term certificates are not applicable, but instead, all for-credit policies, including tuition and fee amounts will apply.

Emergency Medical Technician Certificate - Hybrid 201 or more miles $1,400.00

Tuition rate applied when a student enrolls in the Emergency Medical Technician course offered at a location which is 201 miles or more away from the Mercy College Campus. A student may elect to take this course for six hours of academic credit. If a student elects to take the course for credit, the business-office policies which normally govern short-term certificates are not applicable, but instead, all for-credit policies, including tuition and fee amounts will apply.

Critical Care Paramedic Certificate **$950.00**

Tuition rate applied for the course leading to the endorsement as a Critical Care Paramedic (CCP). A student may elect to take this course for five hours of academic credit. If a student elects to take the course for credit, the business-office policies which normally govern short-term certificates are not applicable, but instead, all for-credit policies, including tuition and fee amounts will apply.

Medical Billing and Coding Certificate **$950.00**

This 10-week, entry-level MBC course is intended for individuals interested in a career in an outpatient clinic, specialty clinic or insurance setting utilizing CPT, ICD-10-CM and HCPCS codes.

Certificate Tuition Notice:

Full Payment for all certificate courses is due at the time of registration and is non-refundable after the first day of class. Deferred payment plans are not offered by the College for certificate programs. Students are not considered registered until Full Payment is received.

If a student is unable to attend any class, the student has a duty to contact the instructor prior to the class to discuss the matter. If a student fails to attend the first class and has not contacted the instructor prior to the class to obtain permission, the student will be administratively dropped from the class by the College and the amount paid by the student will be refunded. If a student wishes to drop a courses and receive a tuition adjustment must submit all completed paperwork to the Registrar on or before the first day of class.

The election to take the certificate course for credit must be made by the student at the time of registration. Once class has started this choice is irrevocable.

Academic Fees

ASN Admissions Assessment Math Examination: **$50.00**

This exam is intended for students who need to demonstrate mathematical competency to satisfy the math requirement for the ASN admissions prerequisite.

ASN Material Fee (Terms 1 – 6): **$175.00**

Each ASN student will be charged a fee in each term to cover supplies and materials that will be issued to the student to help prepare for successful completion of the NCLEX-RN licensure exam.

BSN Material Fee (Terms 3 – 8): **$245.00**

Each BSN student (excluding RN to BSN students), will be charged a fee in each term to cover supplies and materials that will be issued to the student to help prepare for successful completion of the NCLEX-RN licensure exam.

Accelerated BSN Material Fee (Terms 1, 3, 5): **$490.00**

Each Accelerated BSN student will be charged a fee in the first 8-week term of the fall, the first 8-week term of the spring and the summer 15-week term to cover supplies and materials that will be issued to the student to help prepare for successful completion of the NCLEX-RN licensure exam.

BSN White Coat Ceremony Fee: **$50.00**

All BSN students (excluding RN to BSN students) and Accelerated BSN students will be charged a one-time fee to cover the administrative expenses of the ceremony.

Challenge Examination: $65.00

Students, who believe they are knowledgeable in certain subject areas and wish to receive college credit for this knowledge, may challenge the course by sitting for the Challenge Examination. Not all courses at Mercy College are available for students to challenge. If a CLEP exam is available for a course, the student may only take the CLEP exam and may not challenge the course. Mercy College will award credit hours through Challenge Examinations provided that the student achieves at least 80 percent on the test in question. The student must pay the Challenge Examination fee prior to taking the Challenge Examination.

Clinical Make-up: $50.00

Students who miss a clinical experience and must make it up at a later date will be assessed this fee. The fee must be paid prior to attending the make-up session. If the fee is not paid, the student will be precluded from attending that session.

Diagnostic Medical Sonography Registry Examination Preparation Fee: $200.00

Students enrolled in the Diagnostic Medical Sonography major who register for DMS 125 will be charged a fee for all materials and related costs associated with registering and preparing for the National Registry Exam.

Diagnostic Medical Sonography Fee (Each Term): $250.00

Students enrolled in Diagnostic Medical Sonography major will be assessed a fee each term due to additional costs associated with the major that are not captured in the normal tuition rate.

LPN Written Challenge Examination: $75.00

The Nursing Acceleration Challenge Exam I (NACE I): Foundations of Nursing is administered through the National League for Nursing (NLN) Testing Services. The exam is **only** intended for students who hold an active LPN license and who have worked in a clinical setting. There is a clinical skills challenge exam to perform if the written exam is passed. If both exams are completed satisfactorily, the student may begin in the second semester of the ASN major.

LPN Clinical Skills Challenge Examination: $50.00

The clinical skills exam is **only** intended for students who have passed the written *The Nursing Acceleration Challenge Exam I (NACE I): Foundations of Nursing.* If both exams are completed satisfactorily, the student may begin in the second semester of the ASN major.

Medical Assisting Certification Exam Preparation Fee: $165.00

Students enrolled in the Medical Assisting Certificate who register for MA 201 will be charged a fee for all materials and related costs associated with registering and preparing for the AAMA Certification Exam.

Placement Examination: $65.00

A fee will be assessed when a placement examination is administered. The placement examination will be administered for the purpose of appropriately placing the student within the appropriate sequence of courses.

Radiologic Technology Material Fee: $35.00

Students entering the first term of the Radiologic Technology major will be charged a fee to cover supplies and materials that will be issued to the student.

Surgical Technology Material Fee: **$60.00**

Students enrolled in the Surgical Technology major will be charged a fee in the SUR 101 course for additional laboratory costs.

Surgical Technology Certification Exam Fee: **$247.00**

Students enrolled in the Surgical Technology major will be charged a fee in the SUR 163 course for certification preparation, professional membership, and certification exam costs.

Administrative Fees

Installment Payment Plan Participation Fee: **$40.00**

A student may elect to participate in an installment payment plan with the College. In order to enter into an installment payment plan, the student must complete the following on or before the first day of each term: (i) pay 25% of the total tuition and fees due, (ii) pay the participation fee and (iii) execute an installment payment plan agreement. The College will allow the student to pay the remaining balance due in three equal installment payments due on or before the following dates:

Fall Term:
First Installment due October 1
Second Installment due November 1
Third Installment due December 1

Spring Term:
First Installment due February 1
Second Installment due March 1
Third Installment due April 1

Summer Term (the first day for **ALL** summer classes is the first day of the 15-week term)**:**
First Installment due June 1
Second Installment due July 1
Third Installment due August 1

All terms and conditions of the installment payment plan will be stated in the plan document. Students who have failed to comply with the terms of any prior installment payment plan with the College, or who have made a late payment to the College or who have issued a check to the College that has been returned for insufficient funds may not be allowed to participate in an installment payment plan. Installment payment plans are not available to students enrolled in non-credit EMS courses.

Diploma Replacement: **$25.00**

A fee is charged for a replacement diploma.

Graduation: **$110.00**

A fee is charged in the final semester of a student's academic degree or certificate to cover the costs associated with graduation activities and is required from all graduating students, whether the student attends the ceremony or not.

Late Fee: **$80.00**

In any term in which Full Payment of all tuition and fees is not received by the due date a late payment will be assessed. See Financial Information section of the College Catalog for more information.

ID Badge Replacement: **$15.00**

A fee is charged to replace a lost or stolen ID badge.

Parking Violations: **$45.00**

A fee will be imposed upon any student who parks in any area on the College main campus or the Mercy Medical Center campus, which is not expressly identified and designated for student use. In addition, a fee will be imposed upon any student who fails to properly place a valid College parking sticker in his or her car. **NOTE**: Mercy College Students are not permitted to park at 921 6th Avenue, also known as ACE and/or College Hill. If you park at 921 6th, you will be towed.

Impression Fee for Printing and Copying – Black Ink: 10 cents per single-side page

Students who exceed the allocated quantity of free impressions for copying and printing each term will incur an impression fee. A copy or print request that has content on both sides of the sheet of paper will be charged two impressions.

Impression Fee for Printing and Copying – Color Ink: 25 cents per single-side page

Students who exceed the allocated quantity of free impressions for copying and printing each term will incur an impression fee. A copy or print request that has content on both sides of the sheet of paper will be charged two impressions. Any copy or printed page that utilizes a colored-ink output device will be charged the colored copy fee for each impression generated by the device regardless of the amount of colored ink used to generate the impression.

Returned Check: $30.00

A fee is charged each time a student's check is returned, whether for non-sufficient funds (NSF) or any other reason. In the event a check is not honored by the drafter's financial institution and if a subsequent attempt to pay tuition and or fees occurs after the payment deadline, a late payment fee may also be imposed. A student who issues a subsequent check to the College that is not honored by the drafter's financial institution (e.g. a second NSF) may not participate in an Installment Payment Plan.

Transcript: $10.00

A fee is charged for each official transcript provided. This fee is charged via a third party.

Mercy College Training Center Fees

NREMT Full Exam $275.00

Fee incurred when attempting the National Registry for Emergency Medical Technicians (NREMT) exam. The full exam covers six skills: Patient Assessment – Trauma, Dynamic Cardiology, Static Cardiology, Oral Station Case A, Oral Station Case B, and the Integrated Out-Of-Hospital Scenario.

NREMT Partial Exam $150.00

Fee incurred when re-testing 3 or less skills on the NREMT exam.

CPR Instructor $200.00

Instructor course for those wishing to teach First Aid, Basic Life Support (BLS), Heartsaver, or Family and Friends Courses.

CPR Part 1 Basic (initial and renewal) **$60.00**

The cardiopulmonary resuscitation (CPR) course provides certification for those interested in working in a healthcare profession.

CPR Part 2 Skills Validation **$38.00**

Student must complete Part 1 of CPR prior to attending this skills lab session. Students are also required to purchase a student manual not included in disclosed fee.

PALS – Instructor **$200.00**

Course prepares the provider to teach Pediatric Advances Life Support (PALS) and Pediatric Emergency Assessment, Recognition and Stabilization (PEARS).

PALS – Provider **$180.00**

Course designed for healthcare providers who care for critically ill or injured children.

PALS – Renewal **$150.00**

This course is designed to renew PALS certification for healthcare providers

ACLS – Instructor **$200.00**

This course prepares the Advanced Cardiac Life Support (ACLS) and PALS provider to teach these courses.

ACLS – Provider **$180.00**

ACLS is a course designed for healthcare providers who respond to cardiovascular emergencies, and provide advanced care.

ACLS – Obstetrics **$180.00**

This course is the traditional ACLS course but with an obstetrics emphasis.

ACLS – Experienced Provider **$150.00**

This course is designed for healthcare providers who have certified in ACLS at least twice before.

ACLS – Renewal **$150.00**

This course is designed to renew a participant's ACLS certification.

Pediatric Heartsaver® First Aid/CPR/AED **$80.00**

This course is designed to meet the regulatory and credentialed training requirements for child care workers. It is interactive video based, instructor led course that teaches basic first aid, CPR, and AED skills for children. Students are also required to purchase a student manual not included in disclosed fee.

Heartsaver® First Aid **$80.00**

Heartsaver First Aid CPR AED is a classroom, video-based, instructor-led course that teaches students critical skills needed to respond to and manage a first aid, choking or sudden cardiac arrest emergency in the first few minutes until emergency medical services (EMS) arrives.

Advanced Stroke Life Support **$180.00**

Advance Stroke Life Support is an 8 hour course. This course addresses the prehospital, emergency department, and stroke unit management of patients with acute stroke.