Maine College of Health Professions

Education that Enriches Lives

College Catalog
2023-2024

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Academic Calendar 2023-2024

Summer Semester 2023

May

8-12 Mon-Fri Add/Drop for Summer and Summer 1 courses. *
8 Mon Summer and Summer 1 semesters begin.
29 Mon *Memorial Day No classes, College is closed.*

June

8 Thurs Last day to withdraw from Summer 1 semester course and receive a "WP" or "WF" grade.*
23 Fri Last day to withdraw from summer semester course and receive a "WP" or "WF" grade.*

July

1 Sat Summer 1 semester ends.
3-8 Mon-Sat *Summer Recess No classes, College is closed.*

August

5 Sat Summer semester ends.

Fall Semester 2023

August

21- Sep 1 Mon-Fri Add/Drop Period for Fall and Fall 1 courses. *
28 Mon Fall and Fall 1 semesters begin.

September

4 Mon *Labor Day No classes, College is closed.*
29 Fri Last day to withdraw from Fall 1 semester course and receive a "WP" or "WF" grade. *

October

9-10 Mon-Tues Fall Recess No classes.
16-27 Mon-Fri Add/Drop Period for Fall 2 courses.
21 Sat Fall 1 semester ends.
23 Mon Fall 2 semester begins.
27 Fri Last day to withdraw from a course and receive a "WP" or "WF" grade. *

November

30 Oct-9 Nov Mon-Thurs Registration open for Spring courses –closes Nov 9 at 3:00 PM.
10 Fri *Veterans Day (observed) No classes, College is closed.*
21 Tues Last day to withdraw from Fall 2 semester course and receive a "WP" or "WF" grade. *
22-25 Wed-Sat *Thanksgiving Recess, No Classes; College closes at noon on 11/22, all day 11/23-11/25*

December

16 Sat Fall and Fall 2 semesters end.
25 Mon *College closed.*

Spring Semester 2024

January

1 Mon *College closed.*
2-12 Tues-Fri Add/Drop Period for Spring and Spring 1 courses.
8 Mon Spring and Spring 1 semesters begin.

February

9 Fri Last day to withdraw from a Spring 1 course and receive a "WP" or "WF" grade*
19 Mon *President's Day No classes-College closed.*
26 - 8 Mar Mon-Fri Add/Drop Period for Spring 2 courses

March

2 Sat Spring 1 semester ends.
4 Mon Spring 2 session begins.
4-9 Mon-Sat Spring Recess (program specific).**
4-8 Mon-Fri Registration open for Summer and Fall Courses –closes March 8 at 3:00 PM
15 Fri Last day to withdraw from a Spring course and receive a "WP" or "WF" grade*

April

5 Fri Last day to withdraw from a Spring 2 course and receive a "WP" or "WF" grade. *
27 Sat End of Spring and Spring 2 semesters.

May

TBD College Graduation Class of 2024

*Note: All add/drop and last day to withdrawal dates end at end of business that day.
**Students in 8-week classes do not have Spring Recess.

General Information

Mission Statement

Maine College of Health Professions enriches lives through providing exceptional education in the health professions, supporting student success, and inspiring lifelong learning. We emphasize interpersonal, interprofessional, and community collaboration, and we prioritize excellence in patient care, student learning, and scholarship.

History of the College

The College was established in 1891 as a nursing diploma school and was then named the Central Maine General Hospital Training School.

The first student was admitted on July 9, 1891, and on March 24, 1893, the first student graduated. A total of five (5) students graduated.

Until 1953, admissions to the College occurred at any time during the year. Since then, students have been admitted according to a standard academic calendar.

The College granted diplomas to its graduates until 1977, when Governor James B. Longley signed into law, L.D. 446, granting the College the authority to award an Associate in Applied Science Degree in Nursing.

In 1976, the name of the College was changed from Central Maine General Hospital School of Nursing to Central Maine Medical Center School of Nursing.

In 1978, Central Maine Medical Center School of Nursing became the first single entity, post-secondary nursing educational institution to become accredited by the Commission on Vocational-Technical Career Institutions of the New England Association of Schools and Colleges, Inc.

In 2001, the College moved into its current facility at 70 Middle Street, Lewiston.

In 2008, the College was granted initial accreditation from the New England Association of Schools and Colleges Commission on Institutions of Higher Education.

In 2010, the College added an Associate of Applied Science Degree in Radiologic Technology. The Clark F. Miller School of Radiologic Technology was established at Central Maine General Hospital in 1949 as the first Radiologic Technology program in Maine. The School of Radiologic Technology classroom and offices moved to the second floor of the College in 2009, and students began taking general education courses along with nursing students in the fall of 2010.

Coinciding with the addition of the Associate of Applied Science Degree in Radiologic Technology, the Mercy Hospital School of Radiologic Technology in Portland transitioned its 2-year certificate program to the College. This increased student capacity of the Radiologic Technology program from 26 to 46 students.

The Medical Imaging School offers the Associate of Applied Science Degree in Radiologic Technology, as well as advanced certificate programs in Computed Tomography (CT), Sonography, and Mammography.

On July 1, 2014, the name of the College was changed to the Maine College of Health Professions to better reflect the institution's mission.

In the fall of 2017, MCHP earned approval to offer an RN to BSN degree, thereby becoming a baccalaureate institution.

In 2018, the College received NECHE approval to expand degree and advanced certificate programs in Nursing and Medical Imaging. The following programs were added: Associates in Health Science, Advanced Certificates in Sonography and Mammography, and a Licensed Practical Nurse (LPN) 1-year certificate program. MCHP offers the only Sonography, CT, and Mammography Programs in Maine.

In the spring of 2020, the College received CCNE accreditation for its RN to BSN program.

MCHP admitted its first students for the Bachelor of Science Degrees in Medical Imaging and Healthcare Administration in fall 2021. MCHP will confer the first BSMI degrees in May 2022.

Notice of Non-Discrimination

Maine College of Health Professions admits applicants meeting the requirements for admissions and does not discriminate based on religion, race, color, gender, sexual orientation, age, marital, parental, or veteran's status, or national or ethnic origin. Students are accorded all the rights, privileges, programs, and activities available to students of the College.

An applicant must be able to perform the physical activities inherent in the role of a student in a health professions program.

Accessibility Statement

Maine College of Health Professions is committed to providing equitable access to learning opportunities for all students. The ADA Coordinator is the campus resource that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have a documented disability, please contact the ADA Coordinator at (207) 330-7878 (TTD 207-741-5667) to schedule an appointment to discuss reasonable accommodations. Additional information is available on the MCHP website: http://www.mchp.edu/disclosures/ada-statement/

Editor's Note

This catalog is prepared with the student in mind and is for the purposes of information only.

It does not constitute a contract between the Maine College of Health Professions and a student or any applicant for admission. In combination with subsequent catalogs, flyers, semester course schedules, and special announcements, it identifies the expectations for a student to earn the distinction of being a Maine College of Health Professions graduate. Every effort is made to ensure accuracy of the information, but circumstances constantly change, and new decisions may affect the accuracy of details appearing in this catalog.

MCHP reserves the right to make changes in course offerings, degree requirements, charges, policies, regulations, and procedures as educational and financial considerations require.

Accreditation

Maine College of Health Professions is accredited / approved by the:

Accreditation Commission for Education in Nursing, Inc.
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000 www.acenursing.org

Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
(202)887-6791 www.aacnnursing.org/CCNE

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive Suite 2850
Chicago, IL 60606-3182
(312)704-5300 www.jrcert.org

Maine State Board of Nursing
158 State House Station
Augusta, ME 04333
(207) 287-1133 www.state.me.us/boardofnursing

New England Commission of Higher Education
3 Burlington Woods #100
Burlington, MA 01803
(781)425-7785 www.neche.org

The New England Commission of Higher Education is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Commission should be directed to the administrative staff of the College. Individuals may also contact the Association.

Memberships

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Colleges of Nursing (AACN)
American Association of Anatomists
American Council on Education
American Health Science Education Consortium (AHSEC)
American Physiological Society
American Registry of Radiologic Technologists
American Society of Radiologic Technologists
American Technical Educators Association (ATEA)
Association on Higher Education and Disability (AHEAD)
The College Board
Council for Higher Education Accreditation (CHEA)
Eastern Association of Student Financial Aid Administrators
Joint Review Committee on Education in Radiologic Technology (JRCERT)
Maine Association of Student Financial Aid Administrators (MASFAA)
Maine Counseling Association
Maine Society of Radiologic Technologists
Maine Philanthropy Center
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators (NASFAA)
National League for Nursing Accrediting Commission (NLN)
New England Association for College Admission Counseling (NEACAC)
New England Commission of Higher Education (NECHE)
Organization of Maine Nurse Executives (OMNE)
Quality Matters (QM)
Society of Environmental Toxicology and Chemistry (SETAC)
Society of Simulation in Healthcare

Academic Freedom Statement

Academic freedom is that ideal which enables educators, students, and academic institutions to inquire, discover, teach, debate, and publish. The Maine College of Health Professions, as a private non-sectarian educational institution, believes that the collective freedom of inquiry must not be motivated or dominated by political or ideological mandates regarding social responsibility and institutional policy. This academic institution is committed to upholding these beliefs.

Students in this College have the right to investigate, learn, and express their individual ideas free from faculty and institutional influence. These rights are upheld for individual students as well as the collective student body. These rights carry with them the understanding that individual student members, when expressing personal views, are doing so not as a representative of the academic institution.

As educators, the faculty has the right to inquire, teach, debate, discover, and publish unburdened by internal or external influence. Further, the faculty as citizens is entitled to the rights and responsibilities of citizenship. These rights carry with them the understanding that individual faculty members, when expressing personal views, are doing so not as a representative of the academic institution.

Academic freedom allows one the independence, in the classroom setting, to present and discuss material that is relevant to the course content and learning objectives.

The College Community

The Maine College of Health Professions is located in the industrial, urban community of Lewiston / Auburn, Maine. With a population of approximately 59,000, Lewiston / Auburn (known as L-A) is the second largest metropolitan area in Maine.

L-A is situated on the revitalized Androscoggin River, which provides several walking trails and parks. L-A has a rich French heritage as a result of the French-Canadian immigrants who came to work in textile mills and shoe shops powered by the Androscoggin River in the late 1800s. More recently, Lewiston has seen the arrival of new residents, including an active Somali and Togolese population.

The College is close to shopping areas, theaters, public libraries, colleges, churches, and a lighted ski area. The College is located within easy driving distance of the beautiful beaches of the coast and the mountains, famous for their hiking and skiing facilities.

Students enrolled in the College are primarily residents of Maine with the largest percentage coming from Androscoggin, Oxford, and Cumberland counties. The typical student population is approximately 225 students comprised of men and women whose ages range from 18-55 years.

Approximately 25% of the student population is first generation degree seekers.

Visitors

Visitors are always welcome on our campus but are asked to observe the office hours of the administrative offices. Administrative offices are open 8:00 a.m. – 4:30 p.m., Monday through Friday.

College Admission Requirements

Maine College of Health Professions welcomes applications from qualified individuals who will benefit from and contribute to the educational environment of this College. The commitment of the College is to small classes and close faculty-student relationships. Thus, the Admissions Committee selects those candidates who show evidence of academic ability, intellectual curiosity, motivation, and capacity for personal growth.

Interested individuals should visit our website, www.mchp.edu, for information regarding the application process, admissions deadlines, and requirements. Individuals may also contact the Admissions Office at admissions@mchp.edu. Applicants are responsible to review the admissions requirements and applicable admissions deadlines.

Admissions criteria are subject to change. MCHP reserves the right to make changes without notice, whenever such action is necessary.

Applicants meeting the criteria for admission to the College are accepted regardless of religion, race, gender, sexual orientation, age, marital or parental status, national or ethnic origin and are accorded all the rights, privileges, programs, and activities available to students at the College.

- Submit a completed application with a non-refundable application fee to the College Admission office by the published deadlines. This form must be completed fully and accurately.
- Submit an official graduation transcript from a secondary (high) school directly to the College. Submit official results from a HiSET exam or General Education Development (GED) exam if you are not a high school graduate. Submit official results from a HiSET exam or General Education Development (GED) exam if you have not received a diploma from a State-approved secondary educational institution.
- Meet the benchmark requirements of the College-specific placement testing examination (if required.)
- Submit official transcripts for all post-secondary education (college/university) courses completed and/or attempted. These transcripts must be submitted directly to the College from the institution(s) at which the applicant completed or attempted courses. Applicants should consult with the Registrar to determine acceptance for transfer credit.
- Evaluation of International Transcripts will follow the International Transcript Evaluation Policy.
- Per the College Transfer Credit Policy, transfer credits will be accepted before matriculation to a program. Once a student has matriculated to a program, all courses for transfer credit must be taken at the College.

Additional Requirements

Associate of Applied Science Degree Programs

- Submit scholastic assessment test scores (SAT or ACT scores). Scores may be waived with a minimum of 12 college credits with a grade of 'C.'
- Completion of high school or college-level Biology and Chemistry with a grade of 'C' or higher.
- Nursing and Radiologic Technology Programs: Completion of high school or college-level Algebra and a Second Math with a grade of 'C' or higher.

Bridge to Associate Degree Nursing Program

- Each applicant must meet the admission criteria according to the Maine College of Health Professions.
- Completion of the general education courses listed below taken at a regionally accredited college/university with a minimum grade of C.
    - College-level College Writing with a grade of "C" or higher

- College-level Introduction to Psychology with a grade of “C” or higher
- College-level A&P I with lab with a grade of “C” or higher
- College-level A&P II with lab with a grade of “C” or higher

- An official transcript indicating graduation from a Practical/Vocational Nursing Program or Paramedic Program must be mailed directly to the School's Registrar by the Institution from which the diploma or degree was received.
- Verification of a current state license indicating approval to practice as a Licensed Practical Nurse or Paramedic.
- Submit documentation of 1,000 hours of practice in the role of an LPN /LVN or paramedic within the previous two years.

Licensed Practical Nurse (L.P.N.) graduates of MCHP are exempt from the entrance exam and the work hour requirement.

Bachelor of Science Degree in Nursing

- Provide evidence of current unrestricted RN licensure
- Credits awarded for professional License (RN), 45 credits.
- Successful completion of the following general education college courses with a “C” or higher (maximum equivalency 27 credits):
- A&P I with lab - 4 credits
- A&P II with lab - 4 credits
- Microbiology with lab - 4 credits
- College Writing - 3 credits
- Introduction to Psychology - 3 credits
- Developmental Psychology - 3 credits
- Arts/Humanities Elective - 3 credits
- Social Science Elective - 3 credits

Bachelor of Science Degree in Medical Imaging

- Credits awarded for Professional certification, 45 credits (eligibility for specific BSMI tracks is outlined below).
- Successful completion of the following general education college courses with a “C” or higher (maximum equivalency 23 credits):
  - A&P I with lab - 4 credits
  - A&P II with lab - 4 credits
  - College Writing - 3 credits
  - Introduction to Psychology - 3 credits
  - Communications - 3 credits
  - College Algebra - 3 credits
  - Humanities or Social Science Elective - 3 credits
- Computed Tomography – Provide evidence of current unrestricted ARRT or NMTCB certification in radiography, nuclear medicine technology or radiation therapy before program end.
- Mammography – Provide evidence of current unrestricted ARRT certification in radiography before program end.
- Diagnostic Medical Sonography
  - Successful completion of a single two-year regionally accredited associate degree or higher allied health education program that is patient care related with a cumulative GPA of 3.0 or higher or by permission of the dean.
    - Allied health education programs include, but are not limited to, radiologic technologist, respiratory therapist, occupational therapist, physical therapist, and registered nurse.
    - The two-year education program that is patient care related is defined as (1) 24 full-time consecutive calendar months or (2) 60-semester credits or (3) 84-quarter credits (4) and requiring a clinical internship/externship to complete the program.
  - Documentation of professional certification in good standing before enrolling in Clinical Practicum (Semester II)
  - Documentation of a job shadow in sonography to include a minimum of 4 different procedures observed.

Bachelor of Science Degree in Healthcare Administration: Healthcare Clinician Track*

Provide evidence of current unrestricted professional healthcare certification

- Credits awarded for Professional certification and an Associate Degree: 45 credits
- Successful completion of the following general education college courses with a "C" or higher (maximum equivalency 23 credits):
    - A&P I with lab - 4 credits
    - A&P II with lab - 4 credits
    - College Writing - 3 credits
    - Introduction to Psychology - 3 credits
    - Communications - 3 credits
    - College Algebra - 3 credits
    - Humanities or Social Science Elective - 3 credits

Bachelor of Science Degree in Healthcare Administration: Non-Healthcare Clinician Track*

- Credits will be awarded for Health Science Associate Degree Courses according to the published program curriculum.
- Successful completion of the following general education college courses with a "C" or higher (maximum equivalency 23 credits):
    - A&P I with lab - 4 credits
    - A&P II with lab - 4 credits
    - College Writing - 3 credits
    - Introduction to Psychology - 3 credits
    - College Algebra - 3 credits
    - Humanities or Social Science Elective- 3 credits

*Applicants may be conditionally accepted into this program if they are in good academic standing for the latter portion of their current degree.

Computed Tomography Advanced Certificate

- Successful completion of Radiography, Nuclear Medicine Technology or Radiation Therapy Education or Current enrollment in a Radiography Program
- Documentation of ARRT or NMTCB certification in good standing. Students currently enrolled in a Radiography Program will document ARRT certification in good standing before program completion.

Mammography Advanced Certificate

- Successful completion of Radiography Education or Current enrollment in a Radiography Program
- Documentation of ARRT certification in good standing. Students currently enrolled in a Radiography Program will document ARRT certification in good standing before program completion.

Diagnostic Medical Sonography Advanced Certificate

Associate Degree or higher allied health education program:

- Successful completion of a single two-year regionally accredited Associate Degree or higher allied health education program that is patient-care related with a cumulative GPA of 3.0 or higher or by permission of the dean
- Allied health education programs include, but are not limited to, radiologic technologist, respiratory therapist, occupational therapist, physical therapist, and registered nurse.
- The two-year education program that is patient-care related is defined as (1) 24 full-time consecutive calendar months or (2) 60-semester credits or (3) 84-quarter credits (4) and requiring a clinical internship/externship to complete the program.
- Documentation of professional certification in good standing before enrolling in Clinical Practicum (Semester II)
- Documentation of a job shadow in sonography to include a minimum of 4 different procedures observed.
- Bachelor of Science degree or higher:
- In lieu of the Associate Degree in an allied health education program, a regionally accredited Bachelor of Science Degree may be accepted
- Successful completion of the following general education college courses with a "C" or higher:
- A&P I with lab - 4 credits
- A&P II with lab - 4 credits
- College Writing - 3 credits
- College Math 100 level or higher - 3 credits
- Patient care experience or the successful

completion of a Patient Care Seminar course or equivalent
- Documentation of a job shadow in sonography to include a minimum of 4 different procedures observed.

Allied health education programs include, but are not limited to, radiologic technologist, respiratory therapist, occupational therapist, physical therapist, and registered nurse.

The two-year education program that is patient-care related is defined as (1) 24 full-time consecutive calendar months or (2) 60-semester credits or (3) 84-quarter credits (4) and requiring a clinical internship/externship to complete the program.

Documentation of professional certification in good standing before enrolling in Clinical Practicum (Semester II)

Documentation of a job shadow in sonography to include a minimum of 4 hours and 5 different procedures observed.

Credits awarded for Professional certification (Associate Degree): 45 credits

Associate degree programs must be accredited by Regional Collegiate Accreditation and Programmatic Accreditation (JRCERT, JRCNMT, ACEN, CCNE) if applicable or by permission of the Dean or designee

Successful completion of the following college courses with a "C" or higher: (23 credits total)

- A&P I with lab - 4 credits
- A&P II with lab - 4 credits
- College Writing - 3 credits
- Introduction to Psychology - 3 credits
- Communications - 3 credits
- College Algebra - 3 credits
- Humanities or Social Science Elective - 3 credits

Accepted Students Only

Students must be able to perform the physical activities inherent in the role of a student in a health professions educational program and provide documentation of required immunizations and CPR certification, as required. A criminal background check will be required for programs which include clinical practicum. The results of the criminal background check may prevent clinical placement and entry into the program. Applicants should not provide immunization, CPR, or background check information, unless directed by the College.

Application Deadlines

Application deadlines vary by program; visit our website for specific information www.mchp.edu.

All transcripts must be sent directly to MCHP by the institution and should be mailed to:

Admissions, Maine College of Health Professions
70 Middle Street, Lewiston, ME 04240

Electronic transcripts may be submitted to:
admissions@mchp.edu

Matriculation

Matriculated students are those who have formally applied for acceptance into a degree or certificate program and have officially started the program.

Early Action

The Admissions Committee reserves the right to make early acceptance decisions and will so notify the applicant.

Re-Admission to a Program

Individuals who previously attended the College and who withdrew from a program are eligible to apply for readmission by submitting an application. Applications from former students requesting to re-enter the program will be reviewed by the Admissions Committee according to its selective admission procedure.

Applications from individuals who were suspended or dismissed from the College for academic or disciplinary reasons, will be reviewed by the Assistant VP of Enrollment Management.

Individuals may be readmitted to a program one time. Individual exceptions, due to extenuating circumstances, will be considered by the Assistant VP of Enrollment Management.

Individuals must apply for re-entry as soon as feasible as space in the program is limited.

Upon successful readmission to the program, the student may be required to take any achievement exams completed in the preceding semester, or be required to audit previous courses, by the class in which they are enrolled. In addition, the student's clinical skills may be evaluated.

International Transcript Evaluation

International transcripts must be evaluated by an academic credential evaluation service which is a member of the National Association of Credential Evaluation Services, NACES (http://www.naces.org). Official credential evaluations must be sent directly to the College from the academic credential evaluation service.

Applicants are responsible for the cost associated with the credential evaluation service.

Matriculated Students

Matriculated students are those who have been accepted into a degree program, met all entrance requirements (immunizations, background check, etc.), and have enrolled in their courses.

Immunization Record (If required by Program)

- Two MMRs or positive titers for Measles, Mumps, and Rubella.
- Hepatitis B positive surface antibody titer or documentation of 2 complete series of 3 injections of Hepatitis B vaccine with follow titer if initial titer is negative.
- Tetanus, diphtheria, and pertussis (Tdap) immunization within the last 10 years.
- Two Varicella (Chickenpox) immunizations or laboratory results of a positive titer.
- he Test – Annually
- Medical conditions prohibiting immunization will be considered on a case-by-case basis.

Students must be able to perform the physical activities inherent in the role of a student in an Associate Degree Health Professions Education Program as listed below:

- Communicate clearly in English with patients and other healthcare professionals in the healthcare setting (IE. darkened rooms, operating room with surgical mask in place, in rooms with background noise, around partitions in rooms).
- See clearly at close proximity, at a distance, in color, peripherally, demonstrate depth perception, and ability to adjust focus.
- Stand/walk for several hours at a time.
- Stoop and bend.
- Perform CPR.
- Follow Standard Precautions
- Move/walk/run quickly in emergency situations.
- Transport patients by wheelchair and stretcher.
- Transfer patients from wheelchairs to hospital bed, stretchers to bed, and vice versa.
- Position/move/adjust patients.
- Reach overhead.
- Lift or exert a force up to 50 pounds.
- Tolerate repetitive use of hands, arms, and shoulders.
- Perform Hand Hygiene

Students with a documented disability who wish to request reasonable accommodations in order to have access to the programs and services offered by the College, must register with the Americans with Disabilities Act (ADA) Coordinator by calling (207)330-7878 (TTD 207-741-5667) to schedule an appointment.

Students will be exposed to infectious diseases.

Medical Imaging students will be exposed to ionizing radiation and will wear a full lead apron (6-15 lbs.) for extended periods of time.

Students may not register for classes until they have documented compliance with the immunization and background check requirements. Information on these requirements will be mailed after acceptance and is available upon request.

Non-Matriculated Students

Non-matriculated students are those who have not been formally accepted into an academic program.

Non-matriculated students may register for general education college courses during the open registration periods providing they have met the prerequisites for the course. Such registration must be completed through the Registrar's Office.

Financial Information

Statement of Financial Responsibilities

By enrolling in classes at the Maine College of Health Professions, students agree to pay all charges incurred as a result of that enrollment. Students are responsible for the status of their accounts.

A statement of accounts will be mailed prior to the beginning of each semester, indicating the due date. All accounts require payment in full or have established a payment arrangement with the college

on or prior to the first day of class. Veterans Administration benefits will be recognized as payment fulfillment as indicated on certificate of eligibility submitted to the Bursar.

The College offers the option of an interest-free monthly payment plan. Payment arrangements are coordinated through the Bursar's office. Students are encouraged to set up a payment arrangement as soon as possible. If within 7 days, payment has not been received or a mutually agreed upon payment arrangement has not been established with the business office, student access to the learning management system may be removed resulting in:

- Inability to participate in a class.
- Inability to participate in an exam.
- Inability to continue enrollment in the program.

Failure to fulfill all payment expectations and/or payment arrangements will result in a hold being placed on the student's account. Having a hold will prevent the student from being able to access the following college services: class registration; grades; transcripts and/or receiving of a degree or certificate.

Tuition

Nursing

Core Courses	$390, per credit
Nursing Clinical Courses	$642 per clinical credit

PN102, PN122, PN132, NUR115, NUR131, NUR213, NUR221, NUR241, NUR251

Medical Imaging

Core Courses	$390, per credit
Clinical Courses	$500, per clinical credit

RAD135, RAD160, RAD180, RAD245, RAD280, DMS330, DMS370, DMS 380, DMS 390, DMS410

Health Science/General Ed.

Courses	$390, per credit
CNA Course	$1,875

Fees

Academic Year Fees

Comprehensive Student Services Fee	$200
Graduation Fee – Final Semester	$275
Sonography Simulation Fee – First Year First semester	$900

Nursing

Registration Fee	$55
Technology Fee	$270
Achievement Test Fee – ADN	$230
Achievement Test Fee – PN	$230
Program Fee – ADN Nursing	$630
Program Fee – PN Nursing	$630

Medical Imaging

Registration Fee	$55
Technology Fee	$270
Achievement Test Fee	$125
Program Fee –Radiology	$450

Health Science/General Ed.

Registration Fee	$55
Technology Fee	$270

Course Fees

Science Courses - Per Course	$150
Advanced Certificates	$150
CT340, CT350, CT360, MAM340	

Additional Fees

CLEP Exam Transfer Fee -Per credit	$50
Non-sufficient Funds Fee -Per incidence	$25
Payment Plan Fee Per monthly installment	$10
Clinical make-up Fee Nursing 1st occurrence	$100
Clinical make-up Fee Nursing 2nd occurrence	$275

Federal Financial Aid

Financial FAFSA School Code: 006305

Any student enrolled at MCHP, who qualifies for financial assistance, will receive aid to the extent funds are available. The amount of actual aid awarded depends upon the financial need of the individual student and/or family, and, therefore, will reflect the student and/or family's financial circumstances. All such information is strictly confidential. In general, a student is eligible for financial assistance at the MCHP if he or she:

- Is a citizen of the United States or is an eligible non-citizen.
- Is not in default on a previous loan; does not owe a refund on a previous grant or scholarship.
- Has not previously earned a baccalaureate degree (only applies to Pell and Maine State Grant).
- Is making satisfactory academic progress.

- Is a matriculated student enrolled in an eligible program.

Financial need is the difference between costs (tuition and fees, room, board, student uniforms, books, supplies, travel, and personal expenses) and the amount of money the student and/or the student's family can afford to pay, as determined by a standard formula, established by Congress, and approved by the Secretary of Education. The amount is referred to as the Federal Methodology and the calculation is:

Cost of Attendance – Est. Family Contribution = Need

The basis for figuring the Expected Family Contribution is completion of the Free Application for Federal Student Aid (FAFSA). The information provided on the FAFSA determines the expected family contribution and the results are used to determine a student's financial need. A Financial Aid Professional Judgment may be made only in a most unusual situation.

Students that wish to apply for financial aid should submit the FAFSA to the Federal Processor of the U.S. Department of Education by May 1 to meet all scholarship and grant deadlines. Students are required to apply online at www.studentaid.gov. Students are required to reapply for financial aid each academic year.

Financial Aid Eligibility

To be eligible for financial aid:

Students must be enrolled as a regular matriculated student in at least 2 credits (Less than half time) and at least 6 credits (half time) to be eligible for loans.

Additional information regarding financial aid may be obtained from the Maine College of Health Professions Financial Aid Office. (207) 795-2270.

Independent Student Status

To qualify for independent status, students must be financially independent of their parents, and meet the Department of Education's criteria of independence. A student is considered to be automatically independent if he or she:

- Is 24 years old by December 31st of the award year.
- Is a veteran of the United States Armed Forces.
- Is an orphan or ward of the court.
- Has legal dependents other than a spouse.
- Is married.

Types of Financial Aid

Financial aid awards may consist of grants, scholarships, and loans. Grants and scholarships are given without any expectations of repayment. Loans carry appropriate obligations. The aid combination, or package, is revised each year for each student, depending upon the student's needs, and upon the availability of program funding.

Loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education.

The loan lender is the U.S. Department of Education, and the department provides a single point of contact for loan servicing and student loan information.

Direct Subsidized Loans

For students with demonstrated financial need, as determined by the Federal Methodology. No interest is charged while the student is enrolled at least half-time, during the grace period and deferment periods. Students must be enrolled at least half time to be eligible.

Direct Unsubsidized Loans

Not based on financial need and interest is charged during all periods, even when the student is in school, and during grace and deferment periods. Students must be enrolled at least half time to be eligible.

Direct (PLUS) Loans

These are unsubsidized loans for the parents of dependent students seeking help to pay for educational expenses up to the cost of attendance less all other financial assistance. Interest is charged during all periods and a credit history is performed by the Department of Education upon application.

Grants, Endowments, and Scholarships

Pell Grant

The Pell Grant is a federal program administered by the U.S. Department of Education. The intent of the program is to provide needy students with grants to assist them in attending an institution of higher education. Students with previous bachelor's degrees are not eligible for this award.

State of Maine Grant (MESG)

The MESG is a state program administered by the Finance Authority of Maine (FAME). Financially needy students that meet eligibility requirements may receive grant awards. For maximum award, the student's FAFSA must be filed by May 1st.

The eligibility requirements are as follows:

- U.S. citizen or an eligible non-citizen.
- Resident of Maine other than for college purposes, with Maine residency established one (1) calendar year before applying to the MESG Program.
- Graduated from an approved secondary school (or shall have completed a general education development exam).
- Demonstrate substantial financial need as computed by the FAFSA and the State of Maine formula.
- Must be at least a one-half-time student.

Students with previous bachelor's degrees are not eligible for this award.

Dr. Gard W. Twaddle Nurses Endowment Fund

The Dr. Gard Twaddle Nurses' Scholarship Fund was formed in 1954 as a living tribute to Dr. Gard Twaddle, a highly respected physician in the Lewiston-Auburn area. This trust fund is established for the purpose of providing financial assistance to or on behalf of needy and deserving persons in the furtherance of or the continuation of their training or education in the nursing profession.

Elias E. Tucker Nursing Fund

In memory of her husband, the late Mrs. Alice E. Tucker bequeathed monies to be held in trust. This trust awards scholarships to deserving young men and women, enrolled in an educational program, preparing a person to take the examination to become a registered nurse. First preference is accorded to students residing in Mechanic Falls.

Women's Hospital Association Fund

The Women's Hospital Association of Central Maine Medical Center donates monies to be awarded, as grants, to deserving students with financial need.

Hazel H. Gould Scholarship Fund

Registered Nurses seeking advanced technical training or degrees may qualify. MCHP's Vice President of Finance determines eligibility and allocations for this fund annually.

Dorothy Newton Shaw Fund

Dorothy Newton Shaw Registered Nurse was a graduate of the Central Maine General Hospital School of Nursing, Class of 1955. She loved being a nurse and embraced this as an honor throughout her entire life. Her family has set up this scholarship as a legacy tribute to recognize her admiration, commitment, and dedication to the Nursing profession. This scholarship is given in her honor to assist a deserving Registered Nurse pursuing the attainment of a Bachelor Degree in Nursing.

Other Endowment Funds/Scholarships

MCHP has many other endowment funds and scholarships that students may qualify for.

Veteran Education Benefit Programs

Maine College of Health Professions is approved by the State Approving Agency for Veterans' Education Programs for military personnel, veterans, and their eligible dependents. The GI Bill® is a registered trademark of the U.S. Department of Veterans Affair education benefits offered by VA is available at the official U.S. government at https://www.benefits.va.gov/gibill.

The College meets the requirements for the enrollment of eligible persons under the provisions of the various educational assistance programs offered through the VA. All students who expect to receive VA benefits are encouraged to contact the VA office to discuss eligibility and apply for benefits. To speak to a VA educational representative, please call 1.888.442.4551 or visit the VA web site at www.vets.gov/education/apply/.

Once eligible, students will submit to the Bursar: 1) the certificate of eligibility form and 2) submit the Maine College of Health Professions request for certification form 30 days prior to the beginning of EACH semester.

Award Process

The student is considered for financial aid, funded by the programs described above, on the basis of financial need and the amount of monies available for funding. The resulting determination, or award, is communicated to the student in the form of a financial aid award letter, which the student is free to refuse in whole or in part. However, refusal will

not result in the reconsideration of the manner in which a student's aid has been proportioned between grant aid and loan aid.

Enrollment Verification

At the start of each semester, the Registrar's Office performs enrollment verification on each student. Some financial aid (Pell Grant, State of Maine Grant Program) is based partly on the number of student hours and student status – half time (at least 6 credit hours), three-quarter-time (9-11 credits), or full time (12 credits or more).

The Enrollment Verification Process verifies the number of credit hours for each semester. If the student is taking fewer or more credit hours than originally awarded for, an adjustment to their financial aid may be necessary.

Disbursement Process

For grants and loans from all programs, aid will be credited to the student's account. Any remaining balance at each term will be payable by the due date on the term bill. When all MCHP charges have been provided for, and a credit balance arises, the student will receive a check refund within 14 days after the disbursement of federal funds onto the student account to meet education expenses that are outside of MCHP's charge structure.

Other Considerations

Colleges generally do not have resources adequate to meet all the financial needs demonstrated by financial aid applicants. Therefore, students are strongly encouraged to seek outside aid from organizations concerned with such matters. While not an all-inclusive list, MCHP students have received grants from high schools, church groups, community/hospitals/hospital auxiliaries, civic-minded fraternal and professional organizations (American Legion, Kiwanis, Elks, Lions, Odd Fellows, Rebekahs, Auburn Exchange Club, etc.).

Students that have filed all required financial aid documentation with the MCHP's Financial Aid Office will have their financial aid awards credited to their accounts.

Willful falsification or omission of information is a criminal violation, punishable under Maine and federal laws, the latter when the student is the recipient of federal loans and grants. Intentional falsification or omission of information will result in withdrawal of all College aid, and repayment of any assistance that has been granted.

Financial Aid Satisfactory Academic Progress

All MCHP students must achieve and maintain ongoing satisfactory progress in order to be eligible and continue eligibility for federal financial aid assistance and compliance with federally mandated requirements. The program must be completed within the following time frames:

Full-Time students have a maximum of three (3) continuous academic years to complete the required total program credit hours of a 2-year program.

Three-quarter time students have the maximum of four and one-half (4 ½) continuous academic years to complete the required total program credit hours of a 2-year program.

Half-time students have a maximum of six years (6) continuous academic years to complete the required total program credit hours of a 2-year program.

Students have the right to appeal financial aid determinations governed by the Financial Aid Satisfactory Academic Progress Policy.

For continued financial aid eligibility, and compliance with federally mandated requirements, the following Financial Aid Satisfactory Academic Progress Policy is provided to all financial aid recipients of MCHP.

The following shall be considered as credits completed:

- Letter grades "A" through "C"
- "P" passed for credit on "pass/fail" basis.
- The following shall not be considered as credits completed:
- Letter grades "C-, D+", "D", "D-", "F" and "U"
- "WP" or "WF" for withdrawn course work
- "F" on pass/fail basis.
- "Non-credit" course
- "Audited" course.

Students who do not successfully complete course work at the minimum levels listed in the chart are not considered to be making satisfactory academic progress. Financial Aid warning and probation – In the event that a student fails to meet any of the above criteria in a particular semester, the student will be placed on Financial Aid warning. A student in this category may receive financial aid for the upcoming semester, but at the end of that semester,

the student must have completed the designated number of credits. A student who has not completed the designated number of credits by the end of the warning semester will be suspended from the receipt of further financial aid and placed on SAP probation.

Grade Point Average

Grade point average is calculated via the Institution's academic standards by the Office of the Registrar. Students with insufficient grade point averages are notified of their status (either academic warning or probation), by the Academic Advisor. Upon notification of the academic action, the Financial Aid Office will take appropriate action.

Semesters

Each semester of enrollment on at least a half-time basis is calculated for purposes of Satisfactory Academic Progress regardless of the receipt of financial aid. Satisfactory Academic Progress will be reviewed every semester.

Appeal of Financial Aid Probation

Students placed on Financial Aid Probation must appeal in writing, normally within 30 days of notification, directly to the Financial Aid Office, indicating:

Why the minimum academic requirements were not met, and reasons why financial aid should not be lost.

The Financial Aid Office will review the appeal and notify the student in writing of the decision within 10 days from the date the appeal is received. A student wishing to appeal the decision made by the Financial Aid Office may do so in writing, within 14 days, to the Director or President. A response will be given to the student within 10 days of the date the appeal is received.

Conditions of Reinstatement

Students must complete the appropriate number of credits at the conclusion of the designated academic semester to be reinstated. At that time, the student must notify the Financial Aid Office in writing, that the conditions of reinstatement are believed to have been met. The student will observe all normal application procedures and deadlines for financial consideration. The student will be notified, in writing, whether reinstatement has taken place.

Student Support

Student Services

Learning Assistance Program

A learning assistance program is available to all Maine College of Health Professions students. This program is primarily concerned with the learning of all students. Services will include the following:

- Tutoring/Group study sessions
- Individual assistance in time management
- Resource materials
- Study skills
- Computer and video assisted instruction.
- Additional campus laboratory practice
- Test taking Strategies.

Students may access these services by contacting their advisor.

Career Advisement

Students may ask for assistance with writing a professional resume. Opportunities for employment are posted on the bulletin board within Coffee Shop in Canvas. Student and graduate records are available upon signed written request by the student or graduate.

Technology, Classroom, and Computer Lab Access

The Maine College of Health Professions utilizes advanced technology in its programs. Most programs at MCHP require a Windows based laptop that students bring to class. MCHP has two computer labs and standalone computer stations throughout the college for student use. The college also has public Wi-Fi for students to use their own devices. Each computer is updated with the software necessary for students enrolled at the MCHP. Students may access the classrooms and computer labs from 6 AM – 10 PM by using their college identification badge.

Gerrish-True Health Sciences Library

While enrolled at MCHP, students have access through the library to top medical databases and journals, as well as printed materials included in the library's collection. Access to online resources is available on campus and remotely through the Library's Canvas page.

The Librarian provides in-class and virtual instruction for students as well as one-on-one assistance with general research projects, APA formatting, article

searching and literature reviews. Materials needed by students but not available in the Gerrish-True collection can be obtained through Interlibrary Loan.

Printing and photocopying services are available while in the library and limited to educational purposes only.

Student Leadership Opportunities

MCHP offers opportunities for student participation in program curriculum and policy revisions. Students are invited to participate in leadership and decision-making roles as class officers. Each class has their own leadership. Student involvement in these activities helps to improve the programs offered at MCHP and enables a student to develop leadership skills and assume responsibility. The college also schedules open community forums for all students to meet with staff/faculty.

Parking Facilities

Designated on-campus parking facilities are available to MCHP students with motor vehicles. Students wishing to use these parking facilities must obtain a parking application from the receptionist. There is no parking fee.

Individuals parking without a permit from MCHP, or in a non-designated parking area, will risk being towed and/or losing parking privileges.

Security

The on-campus security personnel actively assist the MCHP in maintaining a safe and orderly campus environment. The security department may be accessed by calling 2299 on-campus or 207-795-2299 off-campus.

MCHP identification badges are issued to all students, faculty, and staff. These badges must be worn while at the College and in the clinical areas. Access to the College and library may be gained by identification badge access.

Students are responsible for keeping their valuables secure and vehicles locked. Students leaving the College or clinical setting may call security for an escort to their vehicle.

Any suspicious activity noted, or actual breach of security should be reported to the security office immediately.

Health Services

Students shall be required to maintain adequate health in the interest of client welfare, including but not limited to appropriate immunizations.

Matriculated students are required to purchase accident insurance through the College. The cost will be billed to the students on an annual basis. Details of the plan are available from the Bursar.

Students requiring medical attention may report to the Emergency Department at their clinical facility. Students will be billed for this service.

Degree Requirements

Associate in Applied Science Degrees

Degrees are conferred by the Board of Trustees of the College to students who have successfully completed all requirements of the Associate in Applied Science Degree.

All Associate Degree programs will contain a core general education curriculum to consist of a minimum of 20 credit hours which must include the following:

ENG 101, College Writing	3 credits
Social Sciences (elective or program specific)	3 credits
Arts and Humanities (elective or program specific)	3 credits
Mathematics or Science (elective or program specific)	6 credits
General Education Courses (elective or program specific)	5 or more credits

These are the minimum requirements for the general education coursework. Specific program requirements are listed in the curriculum plan of the designated program.

All Associate Degree programs require completion of a minimum of 60 credit hours. Students must earn a minimum cumulative grade point average of 2.0.

All Associate Degree programs require that a minimum of fifty percent (50%) of degree credit coursework be completed at the College. Specific degree programs will require additional credits.

Students will not be issued a degree if they have not met all their financial obligations toward the College.

Co-curricular Requirements
Interprofessional Education

Interprofessional education (IPE) occurs when students from more than one profession learn with, from, and about each other (Gilbert et al, 2010). IPE can improve collaboration and communication on the healthcare care team, improving patient outcomes and reducing the risk of errors in care. In evidence-based IPE activities, MCHP students will learn with, from, and about students in other healthcare education programs. Students will gain the knowledge and skills they need to be active, effective members of the healthcare team. Participating in assigned IPE is a graduation requirement at Maine College of Health Professions.

Credits: There are no credits awarded for these co-curricular learning activities, however, participation, as assigned, is a graduation requirement. Students in pre-licensure certificate programs will receive a certificate of completion and associate degree students will have Interprofessional Education included on their college transcript.

Nursing

Students must earn a minimum cumulative nursing grade point average of 2.0 and a minimum grade of "C" in each required general education course. Students must complete a minimum of 70 credit hours for the degree as listed in the curriculum plan for the class in which the student is enrolled. A minimum of one year of credits in the nursing major must be sponsored by and taken on the Maine College of Health Professions campus.

Radiologic Technology

Students must earn a minimum cumulative grade point average of 2.0 and a minimum grade of "C" in each required course. Students must complete a minimum of 76 credits for the degree as listed in the curriculum plan for the class in which the student is enrolled. A minimum of one year of credits in the radiologic technology major must be sponsored by and taken on the Maine College of Health Professions campus.

Students will successfully complete all competency and time requirements of the clinical practicum portion of the curriculum. The students must satisfactorily complete mandatory and elective clinical competency evaluations. Students will satisfactorily complete challenge competency and final competency evaluations to ensure continuing clinical competency and professional entry-level competency.

Bachelor of Science Degrees

Degrees are conferred by the Board of Trustees of the College to students who have successfully completed all requirements of the Bachelor of Science Degree.

All Bachelor's Degree programs require a core general education curriculum which consists of a minimum of 41 credit hours that must include the following:

Arts & Humanities	
College Writing	3
English Literature	3
Communications	3
Elective	3
Social Sciences	
Intro to Psychology	3
Elective	3
Math	
General Math	3
Sciences	
Anatomy & Physiology I with Lab	4
Anatomy & Physiology II with Lab	4
Philosophy/Religion	
Ethics Elective	3
General Education	
Electives	9
Total	**41**

These are the minimum requirements for the general education coursework. Specific program requirements are listed in the curriculum plan of the designated program.

All Bachelor's Degree programs require completion of a minimum of 120 credit hours.

All Bachelor's Degree programs require that a minimum of 25% of credits be completed at the Maine College of Health Professions. Specific degree programs will require additional credits.

Students have a maximum of eight (8) years to complete the BS degree.

Students will not be issued a degree if they have not met all their financial and library obligations toward the Maine College of Health Professions.

Students must earn a minimum cumulative grade point average of 2.7 and a minimum grade of "C" in each required course.

Co-curricular Requirements
Interprofessional Education

All Bachelor's Degree programs require completion of at least one course in interprofessional practice.

Certificate Programs

Certificates are awarded to students who have successfully completed all requirements of the program.

General education courses specified in the curriculum plan may be transferred in according to the Transfer Credit Policy. All program-specific courses must be taken at the College. Exceptions will be reviewed on an individual basis by the Dean.

Students must earn a minimum cumulative grade point average of 2.0 and a minimum grade of "C" in each required course.

Students will not be issued a degree if they have not met all their financial obligations toward the Maine College of Health Professions.

Co-curricular Requirements
Interprofessional Education

All Certificate programs require completion of assigned interprofessional education experiences every semester.

Code of Student Conduct

By formulating a general code of ethics, rights and responsibilities, MCHP reaffirms the principle of student freedom coupled with personal responsibility and accountability for individual action and the consequences of such action. The Code of Student Conduct is included in the Student Handbook or may be accessed on the MCHP website. A paper copy may be obtained, by request, from the Vice President of Academic and Student Affairs.

Withdrawals and the Drop/Add Period

Official Withdrawal from College

Withdrawal is defined as a student who gives official notification of their withdrawal to the Registrar after a semester begins. (The student is withdrawing from all courses and leaving the College).

Students wishing to withdraw from the College:

- Must contact the Registrar.
- Should contact their Program Dean.
- Should submit the Student Status Change Form to the Registrar.

Withdrawal is not considered official until the student has notified the Registrar. Until such notification, the student remains enrolled in the College and/or course and is responsible for fulfilling its academic and financial requirements.

Unofficial withdrawal from College/Course

Students must notify the Registrar when withdrawing from a course. If a student stops attending College or a course without notification, this will result in an unofficial withdrawal and a grade of "F" for the course.

If a student receives a grade of "F" in a course, the College will determine if the student should be treated as an unofficial withdrawal or not and follow the procedure below.

If Federal financial aid is affected, the Financial Aid Office may need to make adjustments to the student's financial aid. Without official notification, the student will be considered unofficially withdrawn and a R2T4 calculation will be completed using a 50% mark in the semester to determine how much aid the student has earned and if any is to be returned to the Government.

Adding, dropping, or withdrawing from a course

The "add/drop" period is the timeframe a student may adjust their schedule without any academic or financial penalties. The following schedule represents the timeline for the academic year.

Adding a course

Students may add courses during the add/drop period, provided that there is space available in the course and the student has satisfied all requirements. Student charges will be adjusted, and a revised bill will be generated. Payment in full is expected as of the date of enrollment unless prior arrangements have been confirmed with the Bursar.

Dropping a course

Dropping a course is defined as a reduction in course load while remaining enrolled at the College within

the add/drop period. (The student drops one or more courses but not all courses). All requests to drop a course within the add/drop period must be coordinated through the Registrar.

Withdrawal from a course

Withdrawing from courses is a reduction in a student's course load after the add/drop period while remaining enrolled at the College.

Academic impact of withdrawing from a course or the college

- A student may withdraw from a course at any time. If the student withdraws after 60% of the semester, the student will receive a grade of "F" in the course which is calculated into the GPA. Before the 60% mark, the student will receive a grade of "WP" withdraw pass or "WF" withdraw fail. These grades will not be calculated into the GPA; however, they will be reflected on the official transcript.
- At the end of every semester, the Registrar will notify the Financial Aid Office of any students who have received a grade of "F" in a course. A determination will be made within 30 days of the end of the payment period (semester) on whether or not the grade was earned or if the student dropped without notification.
- The Registrar will notify all appropriate staff of any student status change.

Semester	Registration	Billing	Add/Drop Full Semester	Add/Drop Non-Standard Term
Summer	Begins: At least 4 weeks prior to the bill date Ends: 2 weeks prior to the bill date	April 1st or first Mon in April	**Begins**: One week prior to the start of course **Ends:** End of business day on Fri of the first week of the course	**Begins**: One week prior to the start of course **Ends**: End of business day of the 1st day of course
Fall		July 1st or the first Mon in July		
Spring		Dec 1st or the first Mon in Dec		

Financial impact of withdrawing from a course or the college

In accordance with Federal regulations, financial assistance may be adjusted for any aid recipient whose status changes during the semester. A portion of her/her financial aid may be returned to the Title IV programs as required by using the U.S. Department of Education's methodology.

PELL recalculation policy

Federal PELL Grant award amounts will be based upon enrollment status 14 days after the add/drop period ends. At that time, if the number of credits enrolled is different from the student's initial enrollment, the Federal PELL Grant will be adjusted from the original PELL grant award. No further adjustments to the Federal PELL Grant will be made after that point.

Federal PELL Grants awarded initially after the add/drop period will be based upon enrollment at the time the award is determined. No further adjustments to the Federal PELL Grant will be made after that point.

Enrollment Status

Academic Year

Enrollment status for fall/spring/summer semesters is determined according to the following table.

Credits	Status
12 or more	Full-Time
9-11	¾ Time
6-8	Half-time
1-5	Less than half-time

Tuition Balances and Refunds

Tuition and fees are reduced in accordance with the following schedule when courses are dropped. Withdrawal in the first three weeks may result in a refund to the student. MCHP Scholarships will follow the same percentage chart for funds earned and eligible to keep by the student. Direct Subsidized and Unsubsidized loans and other Title IV funds may be returned as required by the Return of Title IV Funds calculation.

The Bursar's Office will send the student a detailed statement indicating any amounts due to the College or amounts due the student as a refund. The statement will include the expected due date for any amount due back to the College for return to the Federal Programs (if applicable).

Withdrawal from Course/College – Standard Courses Longer than 4-Weeks

On or before the first week of classes	100%
On or before the second week of classes	65%
On or before the third week of classes	35%
Thereafter	0%

Withdrawal from Course/College – Non-Standard Courses Less than 4 Weeks

On or before the first day of course	100%
On or before the second day of course	65%
On or before the third day of courses	35%
Thereafter	0%

For the purposes of calculating standard tuition adjustments, the attendance period begins on the opening day of scheduled campus courses per the official academic calendar, includes weekends, holidays, and snow days, and ends on the date the student notifies the Registrar that she/he is withdrawing.

For purposes of calculating non-standard tuition adjustments, the attendance period begins on the start date of the course as specified on the course schedule, including weekends, holidays, and snow days, and ends on the date the student notifies the Registrar that she/he is withdrawing.

Scholastic Standards

Numerical and Grade Point Equivalence

Letter Grade	Numerical Grade	Grade Point Average
A	95–100	4.0
A-	90–94	3.7
B+	87 – 89	3.3
B	84 – 86	3.0
B-	80 – 83	2.7
C+	77 – 79	2.3
C	74 – 76	2.0
C-	70 – 73	1.7
D+	67 – 69	1.3
D	64 – 66	1.0
D-	60 – 63	0.7
F	Below 60	0.0

A student must achieve a cumulative grade point average of 2.0 and complete all program requirements for the program in which the student is enrolled to be awarded their degree.

A summary of academic progress (a grade report) is available to students at the end of each semester through the student information system.

In addition to scholastics, students are expected to meet the College standards, as defined in college publications, i.e., student handbooks, syllabi.

Audit Policy

Persons wishing to attend credit courses, but not earn credit, may enroll as auditors with the permission of the involved Dean or General Education Coordinator and involved faculty member. Auditors are not counted as students in the enrollment census, do not have the course recorded on a transcript, and are not required to complete the assignments or take examinations. Clinical and lab courses may not be audited. Matriculated students auditing a course will be assessed a per credit audit fee. Tuition charges for audited courses for non-matriculated students are the same as for course(s) taken for credit. Once the involved Dean or General Education Coordinator and faculty member have granted approval, the interested person will contact the registrar.

Grade Report

A student may access a summary of academic progress (a grade report) electronically at the end of each semester.

Honors

Graduating students will receive the following designations based on their GPA:

Honors: 3.3 – 3.49
High Honors: 3.5 – 3.74
Highest Honors: 3.75 – 4.0

In order to qualify for the President's Award, the highest scholastic average (clinical and theory), a student must attend the College two (2) complete academic years.

Academic Warning for Clinical Based Programs

Criteria for Warning

Didactic:
A matriculated student whose grade is below C at the midpoint, in any course/co-curricular requirement, will be placed on academic warning.

Clinical:
A matriculated student who is not meeting clinical objectives at the midpoint, in any course/co-

curricular requirement, will be placed on academic warning.

At the midpoint of the course/co-curricular requirement, the instructor will email the student, student's advisor, dean, and registrar of a course/co-curricular requirement average of C- or lower to place the student on academic warning. A copy of the academic warning will be placed in the student's file.

Criteria for Warning Removal

At the end of the course(s), the student's performance will be evaluated:

Didactic:

If the student's grade is C or above in the course/co-curricular requirement, the warning status will be removed by the registrar.

Clinical:

If the student's clinical performance meets the clinical objectives, the warning status will be removed by the registrar.

Failure to meet these objectives or failure to receive a grade of C or higher in any course/co-curricular requirement will result in the student's being placed on academic probation.

A student may receive an academic warning more than once.

Note: The criteria for academic probation and student dismissal are outlined in the academic probation and student dismissal policies.

Academic Warning for Non-Clinical Based Programs

Criteria for Warning

A matriculated student whose grade is below C at the midpoint, in any course/co-curricular requirement, will be placed on academic warning.

At the midpoint of the course/co-curricular requirement, the instructor will email the student, student's advisor, dean, and registrar of a course/co-curricular requirement average of C- or lower to place the student on academic warning. A copy of the academic warning will be placed in the student's file.

Criteria for Warning Removal

At the end of the course(s), the student's performance will be evaluated.

If the student's cumulative grade point average is 2.0 or higher, the warning status will be removed by the registrar.

Failure to earn a cumulative grade point average of 2.0 or higher will result in the student being placed on academic probation.

A student may receive an academic warning more than once.

Note: The criteria for academic probation and student dismissal are outlined in the academic probation and student dismissal policies.

Academic Probation Policy for Clinical Based Programs

In the event that a student receives a grade of C- or lower in any course(s)/co-curricular requirement within one semester, the student will be placed on Academic Probation and must repeat the course(s). The course/co-curricular requirement instructor will email the student, student's advisor, dean, and registrar of a grade of C- or lower when the final grades are submitted. A student may be placed on Academic Probation once during the program.

- A minimum grade of C (74) must be attained in any course/co-curricular requirement required for the major.
- Students who fail to obtain a grade of C (74) in a course/co-curricular requirement required for the major will not be permitted to enroll in any course/co-curricular requirement for which that course/co-curricular requirement is a prerequisite, until the C (74) grade requirement for the prerequisite course/co-curricular requirement has been met.
- Students are permitted to repeat a failed course/co-curricular requirement required for the major only once. Failure to successfully complete the course on the second attempt will result in dismissal from the program.
- The program will extend beyond the published program length since most courses are taught only once per year.
- An Academic Probation Plan is required.
- Enrollment will be based on space availability in the class.
- If space is not available in the class, the student will work with the Dean to establish next steps.

- Probationary status is resolved upon successful completion with a grade of C or higher in all of the next semester's courses/co-curricular requirements.
- While on Academic Probation, withdrawal from any course after the Add/Drop Period will result in student dismissal from the Program.

Academic Probation is designed to allow the individual to resolve barriers to success and improve academic skills and program knowledge. Academic Probation requires completion of an approved Academic Probation Plan. **Failure to comply with this requirement will result in immediate student dismissal from the Program.**

Academic Probation Plan (APP)

The student must:

- Create a preliminary APP to present to their advisor.
- Meet with their Advisor to discuss learning needs, barriers to success, strengths, and recommendations to finalize and submit a complete APP prior to the end of the Add/Drop Period for the next academic semester.
- Must enroll in the semester approved by the Registrar and stated in the APP.
- Meet with the Registrar, Financial Aid Specialist, and Bursar to review their status with each.
- Submit the completed APP in person to the Dean or designee.
- Refer to the Academic Probation Plan Guidelines and the College Academic Calendar for the Add/Drop period.

Academic Probation Policy for Non-Clinical Based Programs

Academic Probation is designed to allow the student to resolve barriers to success and improve academic skills and program knowledge. The course/co-curricular requirement instructor will email the student, student's advisor, dean, and registrar of a grade of C- or lower when the final grades are submitted. The advisor will check the student's GPA to determine if the student is placed on academic probation.

Academic Probation occurs when a student earns a semester grade point average of less than 2.0. A student who is on Academic Probation will remain on Academic Probation until their cumulative GPA is above 2.0, which must be achieved within the next two enrolled semesters, or they will be dismissed from the College. While on Academic Probation, withdrawal from any course after the Add/Drop Period will result in student dismissal from the College.

A student may be placed on Academic Probation only once during their academic program. If the Academic Probation is resolved, the student must maintain a semester GPA of at least 2.0 or the student will be dismissed.

Academic Probation requires completion of an approved Academic Probation Plan (see below). Failure to comply with this requirement will result in immediate student dismissal from the College.

Academic Probation Plan

The student must:

- Meet with their Advisor to discuss learning needs, barriers to success, strengths, and recommendations to develop and submit a complete Academic Probation Plan prior to the end of the Add/Drop Period for the next academic semester.
- Meet with the Registrar, Financial Aid Specialist, and Bursar to review their status with each.
- Submit the completed Academic Probation Plan in person to the Dean, Program Coordinator, or designee.
- Refer to the Academic Probation Plan Guidelines and the College Academic Calendar for the Add/Drop period.

Non-Academic Student Dismissal from the College

Dismissal from the College for other than academic reasons may occur without warning. The decision to dismiss a student for other than academic reasons is made by the appropriate College administrator.

Dismissals for other than academic reasons may include:

- Breach of patient confidentiality.
- Concealment of errors made during clinical assignments.
- Performing skills outside of their current role.
- Illicit use, possession or distribution of drugs or

alcohol on campus.
- Possession of weapons on campus.
- Failure to follow College policies and procedures.

Students who are dismissed from the College will be withdrawn from all registered courses. They will be responsible for any financial obligations according to the Add/Drop/Withdrawal and Refund Policy.

The student may appeal the dismissal by following the Student Grievance Policy and Procedure.

Transfer Credits

Credits earned at regionally accredited colleges or universities will be considered for transfer to the Maine College of Health Professions at the time of student admission to the College. A student cannot transfer additional credits from other colleges or universities after admission and matriculation to the College. Matriculated students are those who have formally applied for acceptance into a degree or certificate program and have officially started the program.

Only those courses determined to be equivalent to the courses included in a specific program curriculum plan will be considered for transfer of credits. The grade received for an approved transfer course will be listed as "TR" on the College transcript and the grade will not be calculated into the student's cumulative grade point average.

To transfer credits to the College, the student must:

- Request an official transcript be mailed directly from the institution where the credits were earned to the Registrar's Office.
- Provide an official course description from the year the credits were earned. Check with the Registrar to determine the necessity of the course description.
- Receive a minimum grade of C in the course.

Associate of Applied Science Degree

- Degree specific courses for transfer credits must have been successfully completed within 2 years of matriculating into a program of study at the College.
- A minimum of fifty percent (50%) of degree credit coursework must be completed through the College. Specific programs will require additional credits from the College.
- Exceptions will be reviewed on an individual basis by the Dean. These courses must be congruent with the course descriptions published in the College catalog.

Bachelor's Degree

- A minimum of twenty-five percent (25%) of degree credit coursework must be completed through the College. Specific programs may require additional credits from the College.
- Some courses have changed substantially over time. There may be situations in which courses taken more than 10 years ago may not transfer into the College.
- Exceptions will be reviewed on an individual basis by the Dean. These courses must be congruent with the course descriptions published in the College catalog.

Certificate Programs

- Transfer credits may be accepted for General Education Courses as stated in this policy.
- All program-specific courses must be taken at the College.
- Exceptions will be reviewed on an individual basis by the Dean. These courses must be congruent with the course descriptions published in the College catalog.

Challenge Examinations

Applicants who wish to receive academic credit for knowledge and skills acquired prior to attending the College have the opportunity to do so through the College Level Examination Program (CLEP) challenge examinations. For Associates in Radiologic Technology, Associates in Nursing, and certificate programs, transfer credits for challenge exams must be completed and submitted to the Registrar prior to the add/drop period of the third semester. For all other programs, challenge exams must be completed and submitted to the Registrar before the student has 12 credits remaining in their degree program.

- Students who transfer credits for challenge exams prior to matriculation will not incur a fee.
- Students who transfer credits for challenge exams after matriculation will incur a fee according to the fee schedule.

The CLEP examinations for courses that are required by this College's curriculum may be taken at an authorized testing center of the student's choice.

Refer to the college website for a listing of accepted CLEP exams. The scores achieved on the above challenge examinations must meet the score required by the College. Passing scores may be obtained from the Registrar's Office. If you have any questions about challenge exams and acceptable scores, please see the Registrar.

Students who wish to challenge general education credits should contact the Registrar's Office.

Transcript Requests

Transcripts may be requested from the Registrar in writing for prior graduates and current students.

Academic Programs

General Education

Health Sciences - Associate in Applied Science Degree

About Our Program

The Associate in Applied Science (AAS) Degree in Health Sciences at Maine College of Health Professions is comprised of education and training covering four entry-level healthcare professions: Phlebotomy, Clinical Medical Assisting, Patient Care Technician, and Mental Health Technician. Graduates of the AAS Degree Program are eligible to sit for four national certification examinations; earning the following credentials: Certified Phlebotomy Technician (CPT), Certified Clinical Medical Assistant (CCMA), Certified Patient Care Technician (CPCT), and Certified Mental Health Technician (CMHT). Graduates become proficient in the performance of select clinical skills which results in the delivery of compassionate, high quality patient care. Students analyze subjective and objective patient data, review laboratory results, and monitor patients' responses to treatments and interventions in both the medical office and hospital settings. Students understand the importance of therapeutic communication when conducting patient interviews and work collaboratively within their scope of practice with members of an interprofessional team to improve patient outcomes. Students are encouraged to reflect on personal biases that have the potential to mitigate care provided to a diverse patient population. Quality control procedures and protocols are implemented to ensure accuracy and precision in patient care, specimen collection, laboratory testing, and coordination of mental health services. Upon achieving course benchmarks and programmatic objectives, students possess the skills and knowledge necessary to provide efficient and effective healthcare services while ensuring patient safety and quality control.

Program Learning Outcomes

1. Reflect on communication style to optimize collaboration with the healthcare team.
2. Maintain laboratory safety protocols.
3. Integrate the principles of healthcare ethics into practice.
4. Outline proper patient care techniques according to professional best practices.
5. Differentiate normal and abnormal subjective and objective patient information to identify potential health concerns.
6. Evaluate patient responses to treatments and interventions to ensure high quality patient care.
7. Analyze quality control procedures to ensure accuracy and precision in patient care and laboratory testing.
8. Evaluate personal biases and mitigate the potential negative effects on individuals, communities, and cultures.
9. Demonstrate professionalism, responsibility, ethical practice, and sensitivity to a diverse patient population.

Curriculum Plan

First Semester

Course	Credit Hours
ENG 101 College Writing	3
BIO 105 General Anatomy and Physiology w/Lab	4
HCS 101 Introduction to Healthcare Science	3
MET 111 Medical Terminology	3

Second Semester

PHI 206 Ethics in Healthcare	3
MAT 140 College Algebra	3
PHL 100 Phlebotomy Fundamentals	2
PHL 100L Phlebotomy Fundamentals Lab	2
PHL 200 Phlebotomy Preceptorship	1

Third Semester

MAT 110 Math for Healthcare Professions	3
PSY 101 Introduction to Psychology	3

HCS 200 Intro. to Patient Care	2
HCS 210 Medical Office Clinical Procedures	2
HCS 210L Medical Office Clinical Procedures Lab	2

Fourth Semester

HUM 220 Topics in Multiculturalism	3
HUM 225 Emotional Intelligence Seminar	3
HCS 220 Medical Office Laboratory Procedures	3
HCS 220L Medical Office Laboratory Procedures Lab	2
HCS 250 AHS Clinical Preceptorship	2

Fifth Semester

MHT 200 Intro. to Mental Health Disorders	3
MHT 210 Trauma, Addiction, and Environment	3
MHT 220 Therapeutic Interventions	3
MHT 250 Mental Health Practicum	3
Total Credits upon Graduation	**61**

Career Opportunities

Graduates will be eligible to work in doctor's offices, hospitals, nursing homes, mental health facilities, and other medical facilities completing a wide range of clinical tasks. In many cases, students may even have a standing job offer from an employer on the day that he or she graduates from the program. Most schools will also help students to find work by keeping them informed of job openings and referring the students' information to employers.

Medical Imaging

Radiologic Technology - Associate of Applied Science Degree

About Our Program

The Clark F. Miller Radiologic Technology Program at the Maine College of Health Professions offers a challenging and rewarding career educational opportunity. The College's two-year associate of applied science degree program provides instruction and clinical experience through a blend of classroom and clinical education.

The Program begins in August each year. Students attend the College on a full-time basis, attending classes an average of two days a week and training in a clinical environment three days a week in medical imaging departments throughout Central and Southern Maine. Students complete clinical training in all areas of diagnostic radiography and are introduced to medical imaging specialties. Program graduates are eligible to apply for the American Registry of Radiologic Technologist examination and obtain Maine Licensing.

Mission

The mission of the Clark F. Miller Radiologic Technology Program is to:

- Encourage motivated individuals who are dedicated to pursuing excellence in Radiologic Technology.
- Educate individuals to be competent technologists who demonstrate critical thinking and effective communication skills, highlighting interprofessional collaboration.
- Provide an outstanding Radiologic Science education including all modalities of Medical Imaging with a primary focus on Diagnostic Radiography.
- Offer educational experiences in the classroom, the campus laboratory, and in a variety of clinical settings with emphasis on exceptional patient care.

Program Learning Outcomes

1. Execute effective communication in the medical imaging department to provide quality patient care.
2. Demonstrate problem solving and critical thinking skills to evaluate and address a variety of situations in radiologic technology.
3. Demonstrate competency in performing radiographic procedures.
4. Devise a plan for professional development and growth.

Program Goals

1. Graduates will achieve national certification in radiography.
2. Graduates will become employed in radiologic technology within twelve months of program completion.

Curriculum Plan

First Semester (Fall)

Course	**Credit Hours**
MIS 100 Introduction to Imaging Sciences	2
RAD 100 Radiographic Procedures I	3
RAD 110 Applied Physics	2
BIO 111 Human A&P I	3
BIO 111L Human A&P I Lab	1
ENG 101 College Writing	3
RAD 135 Radiology Clinical I	2

Second Semester (Spring)

RAD 140 Radiographic Procedures II	3
RAD 150 Princ of Rad Exposure & Physics I	3
BIO 112 Human A&P II	3
BIO 112L Human A&P II Lab	1
RAD 160 Radiology Clinical II	4
COM 102 Communications	3

Third Semester (Summer)

MAT 140 College Algebra	3
RAD 170 Radiographic Pathology	1
RAD 220 Adv Patient Care in Radiography	1
RAD 230 Rad Supplemental Modalities	2
RAD 180 Radiology Clinical III	6

Fourth Semester (Fall)

RAD 200 Radiographic Procedures III	3
RAD 210 Princ. of Rad Exposure & Physics II	3
RAD 245 Radiology Clinical IV	8

Fifth Semester (Spring)

RAD 250 Radiographic Quality Assurance	1
RAD 260 Radiation Protection & Radiobiology	2
RAD 270 Graduation/Registry Preparation	1
Humanities or Social Science Elective	3
PSY 101 Intro to Psychology	3
RAD 280 Radiology Clinical Practicum V	6
Total Credits upon Graduation	**76**

The curriculum plan is subject to change.

The curriculum plan with specific courses required for graduation will be distributed upon acceptance.

Distribution of AAS Credit Hour

Communication, Arts & Humanities, and Social Science (16%)

ENG 101, COM 102, PSY 101, Humanities, or Social Science Elective

Sciences and Math (15%)

BIO 111, BIO 112, MAT 140

Concentration (69%)
MIS 100(R), RAD 100, RAD 110, RAD 135, RAD 140, RAD 150, RAD 160, RAD 170, RAD 180, RAD 200, RAD 210, RAD 220, RAD 230, RAD 245, RAD 250, RAD 260, RAD 270, RAD 280

Qualifications for Licensure

The Maine Radiologic Technology Board of Examiners requirements for licensure are:

- Completion of an approved high school diploma or its equivalent; and
- Completion of a course of study in radiologic technology and an examination that is approved by the board.

Career Opportunities

A radiologic technologist is educated in the "art and science" of creating images of the body using ionizing radiation. Radiologic technologists work closely with physicians, particularly physicians who specialize in radiology, and play an important role as part of professional healthcare teams.

Radiologic technologists work in hospital medical imaging departments, clinics, doctors' offices, and imaging centers.

Due to the strong demand for radiologic technologists, a career in the field can take many forms. Specialized areas of medical imaging include computed tomography (CT), mammography, magnetic resonance imaging (MRI), vascular-interventional radiography, sonography, nuclear medicine, and radiation therapy. Technologists may earn a bachelor's degree in pursuit of a career in education, management, or research. Career options in medical imaging continue to grow, providing job opportunities with competitive salaries and benefits.

Bachelor of Science in Medical Imaging (BS MI) Computed Tomography Track

About Our Program

The Bachelor's Degree Program in Medical Imaging, Computed Tomography Track, will provide a pathway of professional growth for radiographers, radiation therapists, or nuclear medicine technologists to advance their studies in medical imaging. The program will provide the knowledge, skills, and abilities in leadership and computed tomography for graduates to work as leaders within medical imaging and function as vital members of the healthcare team.

Student Learning Outcomes

1. Develop the skills necessary to become a leader within a diverse healthcare setting.
2. Utilize evidence-based research to contribute to excellence in healthcare.
3. Investigate advanced, current, and emerging practices and technologies in a healthcare setting.
4. Demonstrate knowledge that supports advanced certification in medical imaging.

Curriculum Plan

Credits Awarded Prior to Program Start

Credential ARRT or NMTCB certification	45
General Education Courses	23
Total Credits Awarded Prior to Start	68

Program Courses	***Credit Hours***
ENG 210 English Literature	3
ELE Humanities or Social Science Elective	3
MAT 160 Intro to Statistics	3
PHI Ethics Elective	3
SOC 400 Diversity, Equity, Inclusion & Belonging	3
MIS 300 Cross Sectional Anatomy	3
BIO 440 Disease of the Human Body	3
HCA 401 Healthcare Informatics and Technology	3
IPE 411 Interprofessional Education (IPE)	3
HCA 420 Research Methods & Information Literacy	3
HCA 430 Healthcare Delivery Models	3
MIS 490 Capstone	6
CT 310 Patient Care and Radiation Safety	2
CT 320 CT Procedures	3
CT 330 CT Physics and Instrumentation	2
CT 360 CT Clinical Practicum*	8
Total Program Credits	**54**
Total Credits upon Graduation	**122**

*CT 360 can be replaced with any 400 level HCA course (total credits upon graduation to 120).

Note: Qualified students may enter the BS MI program at any point and do not necessarily need to take courses in a prescribed sequence.

BS MI Course Prerequisites: In order to enroll in all BS MI courses, students must be accepted into the BS MI Program or receive permission from the Dean. Note: Select courses may have additional prerequisites.

Bachelor of Science in Medical Imaging (BS MI) Mammography Track

About Our Program

The Bachelor's Degree Program in Medical Imaging, Mammography Track, will provide a pathway of professional growth for radiographers to advance their studies in medical imaging. The program will provide the knowledge, skills, and abilities in leadership and mammography for graduates to work as leaders within medical imaging and function as vital members of the healthcare team.

Student Learning Outcomes

1. Develop the skills necessary to become a leader within a diverse healthcare setting.
2. Utilize evidence-based research to contribute to excellence in healthcare.
3. Investigate advanced, current, and emerging practices and technologies in a healthcare setting.
4. Demonstrate knowledge that supports advanced certification in medical imaging.

Curriculum Plan

Credits Awarded Prior to Program Start

Credential ARRT certification	45
General Education Courses	23
Total Credits Awarded Prior to Start	68

Program Courses	***Credit Hours***
ENG 210 English Literature	3
ELE Humanities or Social Science Elective	3
MAT 160 Intro to Statistics	3
PHI Ethics Elective	3
SOC 400 Diversity, Equity, Inclusion & Belonging	3
MIS 300 Cross Sectional Anatomy	3
BIO 440 Disease of the Human Body	3
HCA 401 Healthcare Informatics and Technology	3
IPE 411 Interprofessional Education (IPE)	3
HCA 420 Research Methods & Information Literacy	3
HCA 430 Healthcare Delivery Models	3
MIS 490 Capstone	6
DMS 420 Breast Sonography	3
MAM 300 Patient Care in Mammography	2
MAM 310 Image Production in Mammography	3
MAM 320 Anatomy, Physiology, and Pathology of the Breast	2
MAM 330 Mammography Procedures	3
MAM 340 Mammography Clinical Practicum ł	6
Total Program Credits	**58**
Total Credits upon Graduation	**126**

ł MAM 340 can be replaced with any two 400 level HCA courses

Note: Qualified students may enter the BS MI program at any point and do not necessarily need to take courses in a prescribed sequence.

BS MI Course Prerequisites: In order to enroll in all BS MI courses, students must be accepted into the BS MI Program or receive permission from the Dean. Note: Select courses may have additional prerequisites.

Bachelor of Science in Medical Imaging (BS MI) Sonography Track

About Our Program

The Bachelor's Degree Program in Medical Imaging, Diagnostic Medical Sonography Track, will provide a pathway of professional growth for individuals with an Associate Degree or higher in an allied health profession to advance their studies in sonography. The program will provide the knowledge, skills, and abilities in leadership and sonography for graduates to work as leaders within medical imaging and function as vital members of the healthcare team.

Student Learning Outcomes

1. Develop the skills necessary to become a leader within a diverse healthcare setting.
2. Utilize evidence-based research to contribute to excellence in healthcare.
3. Investigate advanced, current, and emerging practices and technologies in a healthcare setting.
4. Demonstrate knowledge that supports advanced certification in medical imaging.

Curriculum Plan

Credits Awarded Prior to Program Start

Professional certification	45
General Education Courses	23
Total Credits Awarded Prior to Start	68

Course	***Credit Hours***
ENG 210 English Literature	3
SSC/HUM Humanities/Social Science Elective	3
MAT 160 Intro to Statistics	3
PHI Ethics Elective	3
IPE 411 Interprofessional Education (IPE)	3
HCA 410 Healthcare Compliance and Accreditation	3
HCA 420 Research Methods & Information Literacy	3
HCA 430 Healthcare Delivery Models	3
DMS 301 Introduction to Sonography	3
DMS 311 Sonography of the Abdomen	4
DMS 320 Obstetrical &Gynecological Sonography I	3
DMS 330 Sonography Lab I (180 hours)	3
DMS 340 Sonography Physics & Instrumentation	3
DMS 355 Sonography of the Abdomen & Additional Procedures	3
DMS 360 Obstetrical & Gynecological Sonography II	3
DMS 370 Sonography Lab II (120 hours)	2
DMS 380 Sonography Clinical Practicum I (240 hours)	4
DMS 390 Sonography Clinical Practicum II (480 hours)	8
DMS 400 Sonography Seminar & Review	3
DMS 410 Sonography Clinical Practicum III (360 hours)	6
Total Credits upon Graduation	**137**

Bachelor of Science in Medical Imaging (BS MI) Accelerated Track

About Our Program

The Bachelor's Degree Program in Medical Imaging, accelerated track, will provide a pathway of professional growth for radiographers, radiation therapists, or nuclear medicine technologists that have post-primary certifications to advance their studies in medical imaging. The program will provide graduates with the knowledge, skills, and abilities to work as leaders within medical imaging and function as vital members of the healthcare team.

Student Learning Outcomes

1. Develop the skills necessary to become a leader within a diverse healthcare setting.
2. Utilize evidence-based research to contribute to excellence in healthcare.
3. Investigate advanced, current, and emerging practices and technologies in a healthcare setting.
4. Demonstrate knowledge that supports advanced certification in medical imaging.

Curriculum Plan

Credits Awarded Prior to Program Start

Credential ARRT or NMTCB certification	45
General Education Courses	23
Prior Learning Credits	15
Total Credits Awarded Prior to Start	**83**

The following prior learning credits will be awarded for post-primary or additional primary certifications:

ARRT Certification (BD, CT, CI, VI, MRI, M, NM, T, S, BS, VS)	15
ARDMS Certification (AB, BR, AE, OB/GYN, VT, PE, MSKS, FE, PS)	15
NMTCB Certification (CT, PET, NCT, Radiation Safety)	15

*Two additional 400 level HCA courses needed for degree completion.

Program Courses	Credit Hours
ENG 210 English Literature	3
ELE Humanities or Social Science Elective	3
MAT 160 Intro to Statistics	3
PHI Ethics Elective	3
SOC 400 Diversity, Equity, Inclusion & Belonging	3
MIS 300 Cross Sectional Anatomy	3
BIO 440 Disease of the Human Body	3
HCA 401 Healthcare Informatics and Technology	3
IPE 411 Interprofessional Education (IPE)	3
HCA 420 Research Methods and Information Literacy	3
HCA 430 Healthcare Delivery Models	3
MIS 490 Capstone	6
Total Program Credits	**39**
Total Credits upon Graduation	**122**

Note: Qualified students may enter the BS MI program at any point and do not necessarily need to take courses in a prescribed sequence.

BS MI Course Prerequisites: In order to enroll in all BS MI courses, students must be accepted into the BS MI Program or receive permission from the Dean. Select courses may have additional prerequisites.

Bachelor of Science in Healthcare Administration (BS HCA) Clinician Track

About Our Program

The Bachelor's Degree Program in Healthcare Administration will provide a pathway of professional growth for individuals with professional healthcare certification to advance their studies in healthcare administration. The program will provide the knowledge, skills, and abilities in leadership for graduates to work as leaders in the healthcare environment and function as vital members of the healthcare team.

Student Learning Outcomes

1. Develop the skills necessary to become a leader within a diverse healthcare setting.
2. Utilize evidence-based research to contribute to excellence in healthcare.
3. Investigate advanced, current, and emerging practices and technologies in a healthcare setting.
4. Apply business acumen essential to effectively managing healthcare infrastructure and organizational processes.

Curriculum Plan

Credits Awarded Prior to Program Start

Certification in Health Professions	45
General Education Courses	23
Total Credits Awarded Prior to Start	68

Program Courses	*Credit Hours*
ENG 210 English Literature	3
HUM XXX Humanities Elective	3
MAT 160 Intro to Statistics	3
PHI XXX Ethics Elective	3
SOC 400 Diversity, Equity, Inclusion, & Belonging	3
HCA 401 Healthcare Informatics and Technology	3
IPE 411 Interprofessional Education (IPE)	3
HCA 410 Healthcare Compliance and Accreditation	3
HCA 420 Research Methods & Information Literacy	3
HCA 430 Healthcare Delivery Models	3
HCA 440 Financial Management in Healthcare	3
HCA 450 Risk Management in Healthcare	3
HCA 460 Leadership in Healthcare Administration	3
HCA 470 Healthcare Strategy and Policy	3
HCA 300 Healthcare Marketing	3
HCA 310 Human Resource Management in Healthcare	3
HCA 490 Capstone	6
Total Program Credits	54
Total Credits upon Graduation	122

Note: Qualified students may enter the BS HCA program at any point and do not necessarily need to take courses in a prescribed sequence.

BS HCA Course Prerequisites: In order to enroll in all BS HCA courses, students must be accepted into the BS HCA Program or receive permission from the Dean. Note: Select courses may have additional prerequisites.

Bachelor of Science in Healthcare Administration (BS HCA) Non-Clinician Track

About Our Program

The Bachelor's Degree Program in Healthcare Administration will provide a pathway of professional growth for individuals with an Associate's Degree in a non-clinical healthcare related field to advance their studies in healthcare administration. The program will provide the knowledge, skills, and abilities in leadership for graduates to work as leaders in the healthcare environment and function as vital members of the healthcare team.

Student Learning Outcomes

1. Develop the skills necessary to become a leader within a diverse healthcare setting.
2. Utilize evidence-based research to contribute to excellence in healthcare.
3. Investigate advanced, current, and emerging practices and technologies in a healthcare setting.
4. Apply business acumen essential to effectively managing healthcare infrastructure and organizational processes.

Curriculum Plan

Credits Awarded Prior to Program Start

Associate degree	
General Education Courses	60
Total Credits Awarded Prior to Start	60

Course	***Credit Hours***
ENG 210 English Literature	3
HUM XXX Humanities Elective	3
MAT 160 Intro to Statistics	3
PHI XXX Ethics Elective	3
SOC 400 Diversity, Equity, Inclusion, & Belonging	3
HCA 401 Healthcare Informatics and Technology	3
IPE 411 Interprofessional Education (IPE)	3
HCA 410 Healthcare Compliance and Accreditation	3
HCA 420 Research Methods & Information Literacy	3
HCA 430 Healthcare Delivery Models	3
HCA 320 Preceptorship I	3
HCA 480 Preceptorship II	3
HCA 440 Financial Management in Healthcare	3
HCA 450 Risk Management in Healthcare	3
HCA 460 Leadership in Healthcare Administration	3
HCA 470 Healthcare Strategy and Policy	3
HCA 300 Healthcare Marketing	3
HCA 310 Human Resource Management in Healthcare	3
HCA 490 Capstone	6+
Total Program Credits	**60**
Total Credits upon Graduation	**120**

Note: Qualified students may enter the BS HCA program at any point and do not necessarily need to take courses in a prescribed sequence.

BS HCA Course Prerequisites: In order to enroll in all BS HCA courses, students must be accepted into the BS HCA Program or receive permission from the Dean.

Note: Select courses may have additional prerequisites.

Computed Tomography – Advanced Certificate Program

About Our Program

The Maine College of Health Professions offers a challenging and rewarding career opportunity for the motivated Radiologic Technologist including Radiographers, Nuclear Medicine Technologists, and Radiation Therapists in the field of Computed Tomography (CT). The College offers a program of advanced studies in CT. The program will include academic and clinical courses and will be tailored to meet the needs of the student. Part-time and full-time options are available. Graduates will obtain the didactic information and clinical procedures required to apply to take the American Registry of Radiologic Technologists post primary certification examination in CT.

Mission

The mission of the Computed Tomography Program is to:

1. Encourage motivated individuals who are dedicated to pursuing excellence in Computed Tomography.
2. Educate individuals to be competent computed tomography technologists who demonstrate critical thinking and effective communication skills, highlighting interprofessional collaboration.
3. Provide an outstanding education in Computed Tomography.
4. Offer educational experiences in the classroom and in a variety of clinical settings with emphasis on exceptional patient care.

Program Learning Outcomes

1. Execute effective communication in the medical imaging department to provide quality patient care.
2. Demonstrate problem solving and critical thinking skills to evaluate and address a variety of situations in CT.
3. Demonstrate competency in performing CT procedures.
4. Devise a plan for professional development and growth.

Program Goals

1. Graduates will achieve national certification in CT.
2. Graduates will become employed in CT within six months of program completion.

Curriculum

Course	Credit Hours
MIS 300 Sectional Anatomy	3
CT 310 Patient Care & Radiation Safety in CT Scanning	2
CT 320 CT Procedures	3
CT 330 CT Physics & Instrumentation	2
CT 360 CT Clinical Practicum FT*	8
Total Credits upon Graduation	**18**

*CT 360 – Clinical practicum may be completed on a on a part-time basis by taking CT 340 and CT 360 in 2 semesters.

The curriculum plan is subject to change.

The curriculum plan with specific courses required for graduation will be distributed upon acceptance.

Students currently working in CT may enroll in the didactic portion of the curriculum only.

Qualifications for Licensure

The Maine Radiologic Technology Board of Examiners requirements for licensure are:

- Completion of an approved high school diploma or its equivalent; and
- Completion of a course of study in radiologic technology and an examination that is approved by the board.

Career Opportunities

A certified CT technologist is educated in the "art and science" of creating computerized images of the body using ionizing radiation. CT technologists work closely with physicians, particularly physicians who specialize in radiology, and play an important role as part of professional healthcare teams.

CT technologists work in hospital medical imaging departments, clinics, doctors' offices, and imaging centers. CT technologists are often vital members of the trauma team in the hospital setting.

Due to the strong demand for CT technologists, a career in the field can lead in many directions. CT Technologists may earn a bachelor's degree in pursuit of a career in education, management, or research. Career options in medical imaging continue to grow, providing job opportunities with competitive salaries and benefits.

Diagnostic Medical Sonography – Advanced Certificate Program

About Our Program

The Advanced Certificate Program in Diagnostic Medical Sonography will provide a pathway of professional growth for radiographers, radiation therapists, or nuclear medicine technologists to advance their studies in medical imaging. The program will provide the knowledge, skills, and abilities in sonography for graduates to work as sonographers and function as vital members of the healthcare team.

Upon successful completion of the Diagnostic Medical Sonography program of study at MCHP, the student will have obtained the didactic and clinical prerequisites required to take the physics, abdomen, and obstetrical & gynecological exams through the American Registry for Diagnostic Medical Sonography (ARDMS).

Mission

The mission of the Diagnostic Medical Sonography Program is to:

- Encourage motivated individuals who are dedicated to pursuing excellence in Diagnostic Medical Sonography.
- Educate individuals to be competent sonographers who demonstrate critical thinking and effective communication skills, highlighting interprofessional collaboration.
- Provide an outstanding education in Diagnostic Medical Sonography.
- Offer educational experiences in the classroom, the campus laboratory, and in a variety of clinical settings with emphasis on exceptional patient care.

Program Learning Outcomes

1. Execute effective communication in the medical imaging department to provide quality patient care.
2. Demonstrate problem solving and critical thinking skills to evaluate and address a variety of situations in sonography.
3. Demonstrate competency in performing sonography procedures.

4. Devise a plan for professional development and growth.

Program Goals

1. Graduates will achieve national certification in sonography.
2. Graduates will become employed in sonography within six months of graduation.

Curriculum Plan

First Semester

Course	Credit Hours
DMS 301 Introduction to Sonography	3
DMS 311 Sonography of the Abdomen	4
DMS 320 Obstetrical & Gynecological Sonography I	3
DMS 330 Sonography Lab I	3

Second Semester

DMS 340 Sonography Physics & Instrumentation	3
DMS 355 Sonography of the Abdomen and Additional Procedures	3
DMS 360 Obstetrical and Gynecological Sonography II	3
DMS 370 Sonography Lab II	2
DMS 380 Sonography Clinical Practicum I	4

Third Semester

DMS 390 Sonography Clinical Practicum II	8

Fourth Semester

DMS 400 Sonography Seminar & Review	3
DMS 410 Sonography Clinical Practicum III	6
Total Credits upon Graduation	**45**

Career Opportunities

A certified Medical Sonographer (Ultrasound Technologist) is educated in the "art and science" of creating medical images of internal structures using high frequency sound waves. Medical Sonographers work closely with physicians and play an important role as part of professional healthcare teams.

Medical Sonographers work in hospitals, imaging centers, and doctor's offices. Sonographers often play a vital part in diagnosing a variety of conditions and diseases as well fetal monitoring.

There is a strong demand for Medical Sonographers and a career in the field can lead in many directions. Medical Sonographers may earn a bachelor's degree in pursuit of a career in education, management, or research. The demand for sonographers exceeds the supply, which positively affects job opportunities and salaries.

Qualifications for Licensure

Individuals may become nationally certified by passing the examination offered by the American Registry for Diagnostic Medical Sonography.

Mammography – Advanced Certificate Program

About Our Program

The Advanced Certificate Program in Mammography will provide a pathway of professional growth for radiographers to advance their studies in medical imaging. The program will provide the knowledge, skills, and abilities in mammography for graduates to work as mammographers and function as vital members of the healthcare team. The program will include academic and clinical courses and will be tailored to meet the needs of the working technologist. Graduates will obtain the didactic information and clinical procedures required to apply to take the American Registry of Radiologic Technologists post primary certification examination in Mammography.

Mission

The mission of the Mammography Program is to:

- Encourage motivated individuals who are dedicated to pursuing excellence in Mammography.
- Educate individuals to be competent mammographers who demonstrate critical thinking and effective communication skills, highlighting interprofessional collaboration.
- Provide an outstanding education in Mammography.
- Offer educational experiences in the classroom and in a variety of clinical settings with emphasis on exceptional patient care.

Program Learning Outcomes

1. Execute effective communication in the medical imaging department to provide quality patient care.
2. Demonstrate problem solving and critical thinking skills to evaluate and address a variety of situations in mammography.
3. Demonstrate competency in performing mammography procedures.
4. Devise a plan for professional development and growth.

Program Goals

1. Graduates will achieve national certification in mammography.
2. Graduates will become employed in mammography within six months of program completion.

Curriculum

Course	Credit Hours
MAM 300 Patient Care in Mammography	2
MAM 310 Image Production in Mammography	3
MAM 320 Anatomy, Physiology, & Pathology of the Breast	2
MAM 330 Mammography Procedures	3
MAM 340 Mammography Clinical Practicum	6
Total Credits upon Graduation	**16**

The curriculum plan is subject to change.

The curriculum plan with specific courses required for graduation will be distributed upon acceptance.

Students currently working in Mammography may enroll in the didactic portion of the curriculum only.

Qualifications for Licensure

The Maine Radiologic Technology Board of Examiners requirements for licensure are:

Completion of an approved high school diploma or its equivalent; and

Completion of a course of study in radiologic technology and an examination that is approved by the board.

Career Opportunities

A certified Mammographer is educated in the "art and science" of creating x-ray images of the breast used to look for early signs of breast cancer. Mammography is the "gold standard" for early detection of breast cancer. Mammographers work closely with physicians, particularly physicians who specialize in radiology, and play an important role as part of professional healthcare teams.

Mammographers work in hospital medical imaging departments, clinics, doctors' offices, and imaging centers. Mammographers are often vital members of the healthcare team in women's health.

Due to the strong demand for Mammographers, a career in the field can lead in many directions. Mammographers may earn a bachelor's degree in pursuit of a career in education, management, or research. Career options in medical imaging continue to grow, providing job opportunities with competitive salaries and benefits.

Nursing

Nursing - Associate of Applied Science Degree

About Our Program

Nursing students attend classes and take care of patients of all ages in a variety of settings. Before they care for patients, nursing students spend time in the campus laboratory learning and practicing the skills needed to provide safe care. Maine College of Health Professions students may have experiences in the following areas: maternity, long-term care, pediatrics, surgery, critical care, rehabilitation, mental health, cardiac care, and post- surgery. The College's state of the art simulation laboratory provides a realistic clinical experience.

Nursing School Mission

The mission of the Nursing school is to educate individuals to be competent, knowledgeable, and capable nurses who enhance positive patient outcomes; offer education opportunities that meet the needs of individuals and communities; guide individuals in the development of critical thinking skills; kindle an ongoing desire to learn; and strengthen students' capacity to reason and make effective decisions as members of healthcare teams.

End of Program Student Learning Outcomes

1. Apply sound clinical judgment to provide high-quality, safe, compassionate, patient-centered care across the lifespan.
2. Communicate therapeutically with clients, families, and healthcare team members to assist in the achievement of desired healthcare outcomes.
3. Educate culturally diverse patients and the community about health promotion, disease prevention, illness management, and adaptation.
4. Operate effectively across healthcare disciplines and within the context of a healthcare system.
5. Demonstrate professional nursing attributes and accountability.
6. Integrate evidence-based information and technology to communicate, manage knowledge, mitigate error, and support decision making.

End of Program Outcomes

1. Eligible to take the Registered Nurse Licensing

Examination (NCLEX-RN). Graduates of MCHP nursing program will achieve at least an 80% first time pass-rate on the NCLEX examination.

2. At least 70% of the nursing students in a program cohort will complete the program in 150% of the standard time for completion.
3. Qualified for employment in the rapidly changing healthcare environment. 95% of the graduates will be employed in the area in which they are trained within 6 months of graduation.

Bridge to ADN Program

The Bridge Course allows students with a background in health care to complete the educational requirements for an associate degree of nursing in three semesters instead of the usual four semesters. The paraprofessional is given opportunities to challenge didactic and clinical experiences normally covered in the first semester of the nursing program (NUR 110, NUR 120, NUR 115).

The Bridge Program is an accelerated program, which allows experienced licensed practical nurses (LPN) and paramedics to advance their knowledge base with the goal of becoming Registered Nurses (RN). Bridge students bypass the first semester nursing curriculum and join the second year of the Associate Degree Nursing Program. After successfully completing the NUR 130, NUR 131, and NUR 125 courses and the senior year of the Associate Degree Nursing Program, students are eligible to sit for the NCLEX-RN examination. Having an RN license will vastly expand the employment opportunities for these individuals.

Curriculum Plan

First Semester

Course	Credit Hours
MET 105 Medical Terminology & Studying Tech.	1
NUR 110 Health Assessment	2
NUR 115 Foundations of Clinical Practice	4
NUR 120 Fundamentals in Nursing	2
ENG 101 College Writing	3
PSY 101 Introduction to Psychology	3
BIO 111 Human Anatomy & Physiology I	4

Second Semester

NUR 130 Medical Surgical Nursing	3
NUR 131 Medical Surgical Nursing Clinical	3
NUR 125 Pathophysiology/Pharmacology Pt. 1	3
NUR 212 Mental Health Nursing	3
NUR 213 Mental Health Nursing Clinical	1
BIO 112 Human Anatomy & Physiology II	4

Third Semester

NUR 220 Medical Surgical Nursing II	3
NUR 221 Medical Surgical Nursing II Clinical	3
NUR 225 Pathophysiology/Pharmacology Pt. 2	3
NUR 240 Maternal and Child Nursing	3
NUR 241 Maternal and Child Nursing Clinical	1
HUM Arts and Humanities Elective	3

Fourth Semester

NUR 250 Medical Surgical Nursing III	3
NUR 251 Medical Surgical Nursing III Clinical	3
NUR 261 Transition to Professional Practice	2
BIO 214 Microbiology with Lab	4
PSY 201 Developmental Psychology	3
SSC Social Science Elective	3
Total Credits upon Graduation	**70**

The curriculum plan is subject to change.

The curriculum plan with specific courses required for graduation will be distributed upon acceptance.

***NUR 250, NUR 251, and NUR 261 need to be the last three courses' students take in the AAS Nursing program at MCHP.**

Distribution of AAS Credit Hour

Arts & Humanities, and Social Science (22%)
ENG 101, PSY 101, PSY 201, Humanities Elective, Social Science Elective

Sciences and Math (17%)
BIO 111, BIO 112, BIO 214,

Concentration (61%)
NUR 110, NUR 115, NUR 120, NUR 130, NUR 131, NUR 125, NUR 225, NUR 212, NUR 213, NUR 220, NUR 221, NUR 230, NUR 240, NUR 241, NUR 250, NUR 251, and NUR 261

Qualifications for Licensure

Please refer to the Maine State Board of Nursing requirements for licensure posted on the website https://www.maine.gov/boardofnursing/licensing/.

Note: Students under the advanced placement program must complete one year on this campus for graduation.

Career Opportunities

Nursing is a long-respected profession concerned with the health and wellness of people of all ages. Nurses are needed in a growing variety of roles in hospitals, the military, public health, long-term care

industry, and numerous other settings. Nurses take care of patients by administering medications and treatments, teaching patients and families, and collaborating with doctors and other healthcare team members. Equally important, nurses help those in need. Nursing career options offer exciting job opportunities with very competitive salaries and benefits.

Bachelor of Science in Nursing Degree (RN to BSN)

About Our Program

The addition of a Bachelor of Science in Nursing program increases the preparedness of nurses for patient care and provides the opportunity for nurses to advance in their career toward management or advanced practice positions. The program accepts new students who have earned their Associate degree in nursing and hold a current RN license (nursing and qualifying credits are transferable).

Program Learning Outcomes

1. Synthesize theories and concepts from a variety of disciplines to inform decision-making and ensure excellence in nursing practice. Develop a process of lifelong learning.
2. Apply quality improvement processes to effectively implement initiatives when caring for individuals, families, groups, communities, populations, and other members of the healthcare team.
3. Integrate research evidence, clinical judgment, interprofessional perspectives, and patient preferences to determine best practices.
4. Manage and evaluate information from all relevant sources and utilize technology to inform the delivery of care.
5. Use leadership skills to examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.
6. Demonstrate effective inter-and intra-professional communication and collaborative skills to deliver evidence based, patient centered care.
7. Apply principles of clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Integrate nursing care based on evidence that contributes to safe and high-quality patient outcomes within healthcare microsystems.

Curriculum Plan

Note: Qualified students may enter the RN to BSN program at any point and may take courses in any sequence completing the program with the Capstone course.

RN (ADN) Credits awarded, upon acceptance, to program for RN License 45

General Education Courses Credits required prior to acceptance into the program 27

RN-BSN Course Prerequisites: In order to enroll in all RN-BSN courses, students must be accepted into the RN-BSN Program or receive permission from the Dean. Note: Select courses may have additional prerequisites.

Course	Credit Hours
COM 102 Intro to Communication	3
ENG 210 English Literature	3
HUM 2XX Fine Arts/Humanities Elective	3
MAT 160 Intro to Statistics	3
PHI Ethics/Philosophy/Theology Elective	3
IPE 411 Interprofessional Education (IPE)	3
NUR 370 Nursing Theory	3
NUR 390 Nutrition	3
NUR 401 Information Technology: Apps in Healthcare	3
NUR 420 Assessment Through the Lifespan	3
NUR 430 Nursing Research	3
NUR 440 Diseases of the Human Body	3
NUR 470 Community Health (Local)	3
NUR 480 Nursing Leadership	3
NUR 495 Capstone Project	6
Total Credits upon Graduation	**120**

Practical Nurse Certificate (PN)

About the Program

The mission of the practical nursing program is to graduate professionals who are well-educated and who demonstrate the knowledge, abilities, and skills required to become a licensed practical nurse (LPN). The goal of this program is to inspire lifelong learning, utilize interprofessional skills, professionalism, clinical judgment skills, knowledge of evidence-based practice to make optimal

decisions for patients, and incorporate diversity to prioritize excellence in patient care.

End of Program Student Learning Outcomes

1. Evaluate patient care as a member of the interprofessional healthcare team.
2. Evaluate the nursing process and clinical judgment to provide safe patient care.
3. Reflect on the personal bias to mitigate the potential negative effects on patient care.
4. Analyze communication strategies to create a safe environment.
5. Classify the PN scope of practice to ensure the quality of nursing care.
6. Utilize evidence-based practice when performing patient care.

End of Program Outcomes

1. Eligible to take the Practical Nurse Licensing Examination (NCLEX-PN). Graduates of MCHP nursing program will achieve at least an 80% first time pass-rate on the NCLEX-PN examination.
2. At least 70% of the practical nursing students in a program cohort will complete the program in 100% of the standard time for completion.
3. Qualified for employment in the rapidly changing healthcare environment-95% of the practical nursing graduates will be employed in the area in which they are trained within 6-months of graduation.

Career Opportunities

Based upon the current healthcare environment and emerging practice demands, the National League of Nursing (NLN) encourages the medical community to establish inclusive methods to support and collaborate with Licensed Practical Nurses (LPN's). LPN's are licensed professionals who are committed to providing safe, quality, cost-effective care. LPN's work under the supervision of registered nurses (RN) and the LPN's practice is grounded in the values that define the nursing profession. LPN's fill healthcare needs of older adults and other population clusters that need long-term, community-based care.

The LPN Program may be the first step on the academic ladder, but it does not have to be the last. MCHP also offers an RN-Bridge; a unique program for LPN's, to earn an Associate Degree in Nursing (ADN) and become eligible to sit for the NCLEX-RN in one year. ADN students may apply for the post-licensure RN-BSN Program in their second year and may take RN-BSN courses in their final semester of the ADN program.

Curriculum Plan

Semester One

BIO 105 General Anatomy and Physiology	4
PN 101 PN Nursing Care I	5
PN 102 PN Nursing Care I Lab	4
ENG 101 College Composition	3

Semester Two

PN 121 PN Nursing Care II	3
PN 122 PN Nursing Care II Clinical	3
PSY 101 Introduction to Psychology	3

Semester Three

PN 131 PN Nursing Care III	7
PN 132 PN Nursing Care III Clinical	3
Total Credits upon Graduation	**35**

The curriculum plan is subject to change.

Courses distribution required for graduation will be as follows:

Communication and Social Sciences (17%)
PSY 101 and ENG 101
Sciences and Math (17%)
BIO 105
Concentration (66%)
PN 101, PN 102, PN 121, PN 122, PN 131, PN 132

Qualifications for Licensure

Please refer to the Maine State Board of Nursing requirements for licensure posted on the website https://www.maine.gov/boardofnursing/licensing/

Non-credit Training

Certified Nursing Assistant (CNA)

The Maine College of Health Professions offers a challenging and rewarding career opportunity for individuals who wish to enter the healthcare profession as a Certified Nursing Assistant (CNA).

The CNA curriculum at MCHP aligns with the prescribed curriculum of nursing assistant training programs approved by the Maine State Board of Nursing in September of 2018 http://www.maine.gov/boardofnursing/docs/CNA-Basic-Curriculum-10-2008.pdf. MCHP's program exceeds the State of Maine minimum hours:

Theory	90 hours
Skills laboratory	20 hours
Clinical	70 hours
Total	**180 hours**

Training leads to qualification to sit for the State of Maine CNA exam.

Medical Assistant (MA)

The Maine College of Health Professions offers a challenging and rewarding career opportunity for individuals who wish to enter the healthcare profession as a Medical Assistant (MA).

The MA curriculum at MCHP aligns with the prescribed curriculum of the American Medical Technologists (AMT association https://www.americanmedtech.org/.

MCHP's program meets the AMT's minimum hours:

Theory/Lab	560 hours
Externship	160 hours
Total	**720 hours**

Training leads to qualification to sit for the Registered Medical Assistant (RMA) industry certification.

BIO 105 General Anatomy & Physiology with Lab

4 Credits

This course covers the fundamental anatomy and physiology of the human body, including foundations of human anatomy & physiology (language of anatomy, organization of the body, chemistry concepts, homeostasis, & metabolism), as well as the structures and functions of each of the eleven body systems. In addition, common diseases of each system are introduced. The accompanying lab component to this course focuses primarily on the structures of the body, whereas the lecture component focuses mainly on physiology. Pre-req: Successful completion of entrance exam or waiver.

BIO 111 Human Anatomy and Physiology I

3 Credits

This is the first course of a two-semester sequence in human anatomy and physiology, and it is accompanied by a one-credit lab course. This course emphasizes human physiology, and the accompanying laboratory course emphasizes human anatomy. Students explore the structures and functions of the human organism at the chemical, cellular, tissue, organ, and systems levels, and learn terminology that is necessary to comprehend and appropriately communicate biological concepts. Common diseases in certain systems are explored. Pre-req: Successful completion of entrance exam or waiver.

BIO 111L Human Anatomy and Physiology I Lab

1 Credit

This is the first course in a two-semester sequence in human anatomy and physiology. This laboratory course is designed to complement the lecture course BIO 111 and will emphasize anatomy. Students explore the structures of the human organism at the chemical, cellular, tissue, organ, and systems levels, and learn terminology that is necessary to comprehend and appropriately communicate biological concepts. Pre-req: Successful completion of entrance exam or waiver.

BIO 112 Human Anatomy & Physiology II

3 Credits

BIO 112 is the continuation of BIO 111, covering human anatomy and physiology and it is accompanied by a one-credit lab course. This course emphasizes human physiology, and the accompanying laboratory course emphasizes human anatomy. Anatomy & Physiology II continues the study of the structure and function of organ systems, as well as fluid & electrolyte balance, acid-base balance, and early development. Common diseases in certain systems are explored. Students continue to learn terminology that is necessary to comprehend and appropriately communicate biological concepts. Prerequisites: BIO 111 and BIO 111L

BIO 112L Anatomy and Physiology II Lab

1 Credit

BIO 112L is the continuation of BIO 111L, covering human anatomy. This laboratory course is designed to complement the lecture course (BIO 112) and will emphasize the anatomy and functions of particular structures and organs in the following systems: endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, the urinary system, reproductive systems. Students also study heredity, and structures involved in growth and development. Prerequisites: BIO 111 and BIO 111L

BIO 214 Microbiology with Lab

4 Credits

Lecture Component: The lecture component provides a survey of the microbial world including bacteria, yeast, molds, fungi, and viruses. The primary focus of the course is on the relationship between humans and microbes ranging from the various forms of parasitism to disease to immunity. Students will develop an understanding of prokaryotic cell structure, bacterial genetics and metabolism, control of microbial growth, how microbes cause specific disease, and various public health and medical interventions to combat microbial disease.

Lab Component: The lab component of the course is designed to complement the lecture portion by engaging the student in the performance of the laboratory techniques and procedures that are routine to microbiology. Topics covered include aseptic technique, maintenance, isolation, and differential cultures of microorganisms, microbial metabolic assays, and microbial staining. Pre req: BIO 111 and BIO 112

BUS 115 Microsoft Office Applications

3 Credits

This course will introduce students to concepts and the use of Microsoft Office Suite. Students will complete projects at the basic and intermediate skill level, which will benefit the student as they progress through college and beyond.

BUS 210 Healthcare Finance

3 Credits

This finance course introduces financial management in the healthcare industry. Specific attention is given to revenue cycle management, supply chain management, capital budgeting and forecasting, human capital management, and understanding the reimbursement processes and compliance. Prerequisite: HCS 101

BUS 215 Healthcare Law

3 Credits

This course introduces the concepts of emerging healthcare law, changing policies, and HIPPA compliance issues in various healthcare settings. Prerequisite: HCS 101

BUS 220 Healthcare Internship

1 Credit

This course enables students to explore various careers and career ladders in healthcare. Students will intern in career areas they wish to learn more about. Students will create a portfolio based upon their experiences and aspirations.

COM 102 Communications

3 Credits

The importance of good communication skills can never be over-emphasized. In all professions including healthcare, we are asked to: send clear messages, to be able to receive and interpret messages accurately, and respond appropriately. Although most of us will never become professional public speakers, we are always expected to be able to understand the basic elements of good communication. To that end, this course will cover verbal and non-verbal communication skills, listening, writing messages/notes/memos, and public speaking. Pre-req: Successful completion of entrance exam or waiver.

CT 310 Patient Care & Radiation Safety in CT Scanning

2 Credits

This course includes the patient preparation instructions that are necessary to perform CT scans. IV procedures, assessment, and monitoring of the patient are reviewed. Contrast types, special considerations regarding the use of contrast, and the adverse reactions related to contrast administration are covered. Technical factors related to radiation safety and ways to minimize the patient dose are discussed. CT scans under special circumstances such as pediatric and pregnant patients are also included. Prerequisite: Acceptance into the CT program or permission by the Dean.

CT 320 CT Procedures

3 Credits

This course gives an in-depth evaluation of CT procedures and associated abnormal and pathological conditions as seen on CT imaging. Patient positioning, equipment setup, and technical considerations of image acquisition are included. Image reconstruction and special CT procedures are studied. Prerequisites: MIS 300, CT 310

CT 330 CT Physics and Instrumentation

2 Credits

This course reviews the basics of x-ray production, the nature of x-rays and x-ray interactions with matter. Students study the construction of the CT scanner and the evolution from the early CT units to modern day units. Image acquisition, processing, and display along with quality control of the CT scanner are explored. Patient dose considerations and radiation safety issues will be investigated. Prerequisite: Acceptance into the CT program or permission by the Dean.

CT 340 CT Clinical Practicum I

4 Credits

The purpose of clinical practicum is to apply knowledge and techniques acquired in the program. The student's computed tomography technique and patient rapport will be evaluated. Students will work one-on-one with a registered radiographer at designated clinical settings. The student will begin in the observation phase, move to more hands-on positioning, and demonstrate the independent performance of exams throughout the course. The student will complete a minimum of 40% of the 125 independent repetitions (50 repetitions) of computed tomography procedures as outlined in the American Registry of Radiologic Technologists (ARRT) clinical experience requirements. Prerequisites MIS 300, CT 310, Corequisite: CT 320

CT 350 CT Clinical Practicum II

4 Credits

The purpose of clinical practicum is to apply knowledge and techniques acquired in the program. The student's computed tomography technique and patient rapport will be evaluated. Students will work one-on-one with a registered radiographer at designated clinical settings. As a continuation of CT 340, the student will perform most exams independently. The student will complete the remaining minimum of 125 independent repetitions of computed tomography procedures as outlined in the American Registry of Radiologic Technologists (ARRT) clinical experience requirements. Prerequisite: CT 340

CT 360 CT Clinical Practicum

8 Credits

The purpose of clinical practicum is to apply knowledge and techniques acquired in the program. The student's computed tomography technique and patient rapport will be evaluated. Students will work one-on-one with a registered radiographer at designated clinical settings. The student will begin in the observation phase, move to more hands-on positioning, and demonstrate the independent performance of exams throughout the course. The student will complete a minimum of 125 independent repetitions of computed tomography procedures as outlined in the American Registry of Radiologic Technologists (ARRT) clinical experience requirements. Prerequisites MIS 300, CT 310, Corequisite: CT 320

DMS 301 Introduction to Sonography

3 Credits

An introduction to sonography will be presented including the sonographer's role in healthcare delivery. Principles, practices, and professional responsibilities will be covered including assessment, medical emergencies, communication, ergonomics, and knobology. A foundation of ethics and law related to the scope of practice of sonography will be explored. Prerequisite: Acceptance into the DMS Program or by permission of the Dean.

DMS 311 Sonography of the Abdomen

4 Credits

This course gives an in-depth evaluation of the abdomen and associated abnormal and pathological conditions as seen on sonographic imaging. Sonographic technique and image evaluation of the abdomen, including organs and vasculature will be studied. Prerequisite: Acceptance into the DMS Program or by permission of the Dean. Pre/Corequisite: DMS 301

DMS 320 Obstetrical & Gynecological Sonography I

3 Credits

This course is an in-depth study of the female reproductive system through sonographic technique and evaluation and includes abnormal and pathological conditions. An introduction to sonographic technique used in obstetrics with focus on the first trimester will be included. Prerequisite: Acceptance into the DMS Program or by permission of the Dean. Pre/Corequisite: DMS 301

DMS 330 Sonography Lab I

3 Credits

This course introduces the student to the practical portion of the sonography program, reinforcing the concepts covered in the first-semester courses. The student will observe and perform hands-on scanning in the sonography lab setting, as well as computerized simulation. Prerequisite: Acceptance into the DMS Program or by permission of the Dean. Corequisite: DMS 311, DMS 320, Pre/Corequisite: DMS 301

DMS 340 Sonography Physics & Instrumentation

3 Credits

The focus of this course is to provide the student with an introduction and overview of the concepts of sonography physics and instrumentation. This course will include the study of sound waves, transducers, instrumentation, and image processing as well as an investigation of Doppler physics. The basic principles of patient safety and performance testing in sonography are explored. Prerequisite: DMS 301

DMS 355 Sonography of the Abdomen and Additional Procedures

3 Credits

As a continuation of DMS 311, this course gives an in-depth evaluation of the abdomen, superficial structures, additional sonographic procedures, and associated abnormal and pathological conditions as seen on sonographic imaging. Sonographic technique and image evaluation of the abdomen, superficial structures, and additional sonographic procedures will be studied. Prerequisite: DMS 311, Corequisite: DMS 370, DMS 380

DMS 360 Obstetrical & Gynecological Sonography II

3 Credits

As a continuation of DMS 320, this course is an in-depth study of obstetric sonography. Sonographic technique and image evaluation of the developing second and third trimester fetus and related disorders will be covered. Prerequisite: DMS 320, Corequisite: DMS 370

DMS 370 Sonography Lab II

2 Credits

As a continuation of DMS 330, this course will practically reinforce the concepts covered in the second-semester courses. The student will observe and perform hands-on scanning in the sonography lab setting, as well as computerized simulation. Prerequisite: DMS 330

DMS 380 Sonography Clinical Practicum I

4 Credits

The purpose of clinical practicum is to apply the knowledge and techniques learned thus far in the program. Evaluation of the student's sonographic technique, ergonomics, and patient rapport are included. The student will work one-on-one with a sonographer at designated clinical settings beginning in the observation phase and moving to more hands-on scanning throughout the course. Sonographic competency evaluations will be completed on select procedures. Prerequisite: DMS 330, Pre/Corequisite: DMS 355, DMS 360, DMS 370

DMS 390 Sonography Clinical Practicum II

8 Credits

The purpose of clinical practicum is to apply the knowledge and techniques learned thus far in the program. Evaluation of the student's sonographic technique, ergonomics, and patient rapport are included. The student will work one-on-one with a sonographer at designated clinical settings. As a continuation of DMS 380, the student will move towards more hands-on scanning throughout the course in order to increase skill in eye-hand coordination. Sonographic competency evaluations will be completed on select procedures. Prerequisite: DMS 380

DMS 400 Sonography Seminar and Review

3 Credits

This capstone experience is a comprehensive approach to combining clinical history, diagnostic test results, and clinical findings to integrate a multitude of data in a case study presentation. Students will use information gained throughout their program along with additional clinical experiences in the final semester. This capstone project, with additional registry preparation activities, will prepare the student to take the national certification examination in diagnostic medical sonography. Prerequisite: DMS 390

DMS 410 Sonography Clinical Practicum III

6 Credits

The purpose of clinical practicum is to apply the knowledge and techniques learned thus far in the program. Evaluation of the student's sonographic technique, ergonomics, and patient rapport are included. The student will work one-on-one with a sonographer at designated clinical settings. As a continuation of DMS 390, the student will perform most exams independently. The student will modify scanning protocol based upon clinical findings and differential diagnosis. Sonographic competency evaluations will be completed on remaining procedures. Prerequisite: DMS 390

DMS 420 Brest Ultrasound

3 Credits

This course provides students with foundational knowledge of the principles of ultrasound and patient care as it pertains to breast sonography. An in-depth evaluation of the breast and associated abnormal and pathological conditions is explored. In addition, technique, protocols, and image evaluation of the breast, including normal and abnormal echotexture and vasculature will be studied.

ENG 101 College Writing

3 Credits

College Writing develops the student's ability to write clearly and effectively. The course introduces the student to academic writing, APA citation style, research-based exposition, and the fundamentals of academic research. Students will be introduced to the development and synthesizing of argumentation in the writing process, Revision and editing will be used to help develop skills to consistently improve writing. Practice in expository writing – specifically informative, persuasive, analytical, and journalistic – will be the focus. Pre-req: Successful completion of entrance exam or waiver.

ENG 210 English Literature

3 Credits

This course asks students to explore literature as a communication tool of the human experience. Students will read texts with cohesive elements and begin to ask questions to unearth the past, present,

and future of human history and how that informs the texts we write. Instruction will emphasize the strength of three-part argument and critique, as well as compare and contrast the work of authors from different time periods and contexts. Genre and reading selections will differ from semester to semester. Pre-req: ENG 101

HCA 300 Healthcare Marketing

3 Credits

This course will introduce students to marketing concepts and components used within healthcare organizations. Special attention is given to how community relations impact healthcare marketing. The course will also explore the role that current marketing issues and trends play in the strategic planning process. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean

HCA 310 Human Resource Management in Healthcare

3 Credits

This course focuses on applying human resource management concepts within the healthcare setting. Students will explore legal, behavioral, and administrative requirements necessary to optimize organizational performance. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean

HCA 320 Healthcare Administration Preceptorship I

3 Credits

This course offers students an opportunity to gain, hone, and apply administrative knowledge and skills while completing an approved work experience within a healthcare environment. This course meets online weekly for a total of 15 hours. Students are additionally required to complete a total of 120 hours in the internship environment. Students must source and secure faculty approval for internship sites. Prerequisite: IPE 411, HCA 430, Ethics elective, ENG 101, COM 101, PSY 101

HCA 401 Healthcare Informatics and Technology

3 Credits

The focus of this course is to explore patient care technologies, information systems, telecommunication technologies, and communication devices that support the healthcare environment. Students will gain an understanding of the impact these information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety and health outcomes. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean

HCA 410 Healthcare Compliance and Accreditation

3 Credits

This course introduces healthcare compliance as an industry. Students will explore the federal and state laws that regulate the delivery and reimbursement practices of the U.S. healthcare system. Students will investigate federal, state, and voluntary compliance programs in healthcare settings. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 420 Research Methods and Information Literacy

3 Credits

Research methods and information literacy will be the focus of this course. Topics will include research terminology, literature searching, and literature evaluation. This content is geared to increase and disseminate intellectual inquiry, information literacy and the use of scholarly research methods. Prerequisite: MAT 160, Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 430 Healthcare Delivery Models

3 Credits

In this course students will focus on various methods of healthcare delivery in the United States. Students will discover barriers related to cost, quality, and access to healthcare. They will compare characteristics of healthcare in the U.S. with healthcare systems in other countries. Students also investigate current and future issues and trends in healthcare reform. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 440 Financial Management in Healthcare

3 Credits

This course will engage students in the foundations of financial management in delivery of healthcare services. Topics will include the purpose and methods of financial reporting in addition to financial risk, variances, and an overview of payer-mix models. Students also explore the financial, political, and economic aspects of healthcare finance. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 450 Risk Management in Healthcare

3 Credits

This course focuses on the complex issues and concerns of healthcare administration as they apply to risk management. Students will explore the diverse tools, techniques, and theories as related to various stakeholders in a healthcare environment. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 460 Leadership in Healthcare Administration

3 Credits

Students in this course will focus on why/how leadership, teambuilding, and change management are vital components of all health care organizations. To promote an effective team, the healthcare professional must be able to lead within an interdisciplinary team. Students will also focus on leadership principles to help create positive culture and manage change. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 470 Healthcare Strategy and Policy

3 Credits

This course offers a broad overview of healthcare strategy and policy with focus on how economic forces, political trends, and changing social priorities influence policy development. Students will explore how policy initiatives impact stakeholders. Prerequisite: Admission to BS in MI or BS in HCA program or permission of the Dean.

HCA 480 Healthcare Administration Preceptorship II

3 Credits

This course offers students an opportunity to gain, hone, and apply administrative knowledge and skills while completing an approved work experience within a healthcare environment. This course meets online weekly for a total of 15 hours. Students are additionally required to complete a total of 120 hours in the internship environment. Students must source and secure faculty approval for internship sites. Prerequisite: HCA 320

HCA 490 Capstone

6 Credits

This capstone course offers students the opportunity to pursue individual research in healthcare by synthesizing professional knowledge and critical thinking skills. Students will apply concepts from previous coursework to identify, assess, and formulate strategies to manage various challenges encountered in healthcare. Students will also evaluate their professional and personal growth, the benefit of lifelong learning, and the impact these have on the future.

HCS 101 Introduction to Healthcare Science

3 Credits

This course is designed as an introductory exploration of the healthcare sciences for entry-level students who are interested in pursuing a career in various health-related professions. This course will serve as a solid foundation for students entering a variety of health occupation programs. Core competencies shared by all health professionals such as communication, infection control, and professionalism are provided as an exposure to the reality of practice. This course assists students in acquiring the basic knowledge and professional behaviors required to work and interact with patients in a healthcare setting. Pre-req: Successful completion of entrance exam or waiver.

HCS 200 Introduction to Patient Care

2 Credits

This course provides an overview of the fundamental principles and techniques of providing care to patients in a healthcare setting. The course is designed to introduce students to the roles and responsibilities of healthcare professionals in the care of patients, and to provide them with the foundational knowledge and skills needed to deliver effective and compassionate patient care. Topics covered in this course include communication skills and techniques for effective patient interactions, patient assessment and documentation, basic patient hygiene and grooming, nutrition and fluid balance, mobility and positioning techniques, patient safety and infection control, and end-of-life care and ethical considerations.

HCS 210/210L Medical Office Clinical Procedures

3 Credit Lecture/2 Credit Lab

Students will learn the theory and skills necessary to function in the medical setting as a clinical medical assistant. Focus theoretical applications on the entire life span, including health, health promotion, wellness and illness. Apply learned concepts in the college lab, including electrocardiogram, medication preparation and administration, preparing for and assisting with procedures, obtaining vital signs and the practice of aseptic technique. Students are required to practice selected skills on each other during college laboratory.

HCS 220/220L medical Office Laboratory Procedures

2 Credit/2 Credit Lab

Students will learn introductory laboratory procedures and functions, including Occupational Safety and Health Administration (OSHA) regulations and Clinical Laboratory Improvement Act (CLIA) standards related to laboratory operations. In laboratory sessions, students will focus on quality control, pre-analytical accessioning and processing, performing venipuncture procedures, urinalysis, basic microbiology, and point of care testing that is performed in the physicians' office or outpatient setting. Students are required to practice selected procedures on each other during college laboratory.

HCS 250 AHS Clinical Preceptorship

2 Credits

Students will complete 160 hours of supervised, unpaid field experience. This course provides students with hands-on experience in a clinical setting under the supervision of a licensed or certified healthcare professional. The preceptorship offers an opportunity to apply the knowledge and skills acquired in previous coursework in a real-world context. Students will be placed in a healthcare setting, such as a hospital, clinic, or long-term care facility, where they will work directly with patients and healthcare professionals. They will have the opportunity to observe and participate in a variety of clinical activities, including taking patient histories, performing diagnostic tests, administering medication, and assisting with medical procedures.

HIS 210 History of the Healthcare Environment

3 Credits

This course will provide an introduction to the U.S. healthcare system, the history, its problems, and possible solutions. Discussion will include the definition of health, identification of the healthcare workforce and their function as part of the US healthcare system. The role of Hospitals, Primary Care, Ambulatory Care, Federal and State Government in the U.S. healthcare system will be described. An investigation of U.S. healthcare finance and the need for healthcare reform will be included. Prerequisite: HCS 101

HUM 220 Topics in Multiculturalism

3 Credits

This course will examine the issues of multiculturalism, societal diversity, and the histories of the people that comprise our communities. Discussion of diverse populations will cover groups of color and race, nationality, faith, indigenousness, and immigration, LGBQTI, and ability. Students will locate their own perspectives and analyze how one's own experiences shape the way they tell the story of what they see happening in the world. Additionally, students will analyze how the experiences of people different from themselves will affect the perspectives of others in a multicultural society.

HUM 225 Emotional Intelligence Seminar

3 Credits

After successfully achieving the course learning outcomes, students are able to skillfully manage their emotions and shift their perspective in challenging situations. The student utilizes advanced methods of emotional regulation to interrupt destructive patterns of behavior. Students engage in self-reflection and recognize that they are responsible for the decisions they make and for the subsequent outcomes. Taking personal responsibility for the outcome of their actions, students are empowered to make alternative choices that have a greater likelihood of resulting in successful achievement of personal, academic, and professional goals.

HUM 350 Integrative Health

3 Credits

The focus of this course is Integrative Health. Students will investigate a variety of modalities in the Integrative Health field. Students will explore the research, how consumers use integrative modalities in addition to Western Bio-Medicine, and how integrative modalities align with healthcare systems.

HUM 360 World Religions

3 Credits

This course examines major religions of the world and their potential influence on healthcare decisions. The scope of religious investigations includes but is not limited to the nature of religion, Indigenous Religions, Judaism, Hinduism, Buddhism, Christianity, Islam, and other religious beliefs. Each is examined in its cultural context, how basic human concerns are addressed, how healthcare decisions may be impacted, and the uniqueness of religious practice.

IPE 411 Interprofessional Education (IPE)

3 Credits

The focus of this course is to examine the healthcare professional's role as a member of the

interprofessional healthcare team. Students will analyze current research to describe the prevalence and outcomes of fragmented healthcare and the benefits of interprofessional healthcare. Students will learn about the roles of other members of the healthcare team and will develop knowledge and skills in interprofessional collaboration that can be used to improve patient safety and healthcare outcomes. Prerequisite: Admission to a BS program or permission of the Dean.

LPN 120 Concepts of Practical Nursing Lifespan I

3 Credits

This course builds on the concepts learned in LPN 110 and LPN 115. The student acquires the knowledge and is introduced to the practical nursing skills that are necessary to care for patients with circulatory, musculoskeletal, respiratory, gastrointestinal, integumentary, and neurological disorders. The client with cancer is integrated throughout the unit. Course topics are presented in conjunction with lifespan considerations. Prerequisites: LPN 108, LPN 110, LPN 115 and BIO 105 or BIO 111/111L and BIO 112/112L Corequisite: LPN 125

LPN 125 Concepts of Practical Nursing Lifespan I Clinical

3 Credits

This course builds on the concepts learned in LPN 120 and consists of clinical experiences at selected hospitals or community healthcare facilities. Students provide client care under the direct supervision of clinical instructors. Prerequisites: LPN 108, LPN 110, LPN 115 and BIO 105 or BIO 111/111L and BIO 112/112L Corequisite: LPN 120

LPN 130 Concepts of Practical Nursing lifespan II

3 Credits

This course builds on the concepts learned in LPN 120 and LPN 125. The student acquires the knowledge and is introduced to the practical nursing skills that are necessary to care for patients with disorders related to: endocrine, hematology, lymphatics, urinary, anti/intra/postpartum, and newborn care, reproduction, immunity and neurosensory. The client with cancer is integrated throughout the unit. Course topics are presented in conjunction with lifespan considerations. Prerequisites: LPN 120 and LPN 125 Corequisite: LPN 135

LPN 135 Concepts of Practical Nursing Lifespan II Clinical

3 credits

This course builds on the concepts learned in LPN 130 and consists of clinical experiences at selected hospital and community healthcare facilities. Students provide client care under the direct supervision of clinical instructors. Prerequisites: LPN 120 and LPN 125 Corequisite: LPN 130

LPN 140 Concepts of Practical Nursing for Mental Health

2 Credits

This course covers a broad range of emotional and psychological mental health issues pertaining to the well-being of patients within the scope of practice for the LPN. Course content includes material related to accidents, communicable diseases, cognitive impairment, child/elder abuse recognition and prevention, postpartum depression, and the emotional aspects of the family. Students gain comprehensive knowledge about nursing care for the geriatric patient. Grief, death, and dying concepts are incorporated into the total patient care. Prerequisites: LPN 120 and LPN 125

LPN 145 Practical Nursing Preceptorship

1 credit

This course provides students with opportunities to apply the knowledge and skills covered in LPN 140. The course offers clinical experiences at selected hospitals and community healthcare facilities. Students provide hands-on patient care under the direct supervision of clinical instructors. Prerequisites: LPN 130, 135 and LPN 140 Corequisite: LPN 150

LPN 150 NCLEX-PN Prep Course

2 Credits

This course aids the student in preparing for the NCLEX-PN licensure examination and entry into the LPN profession. This course will provide a personalized review plan for students to test and remediate on areas of safe and effective care environment, health promotion and maintenance, psychosocial integrity, physiological integrity, pharmacology, developmental stages, patient monitoring, and test-taking strategies. Prerequisites: LPN 130, 135 and LPN 140 Corequisite: LPN 145

MAM 300 Patient Care in Mammography

2 Credits

This course will address patient assessment, communication, and education in mammography. Breast examination, taking medical history, identifying risk factors, and effective documentation will be studied in detail. Staging of breast cancer and treatment options will be explored. Prerequisite: Acceptance into the Mammography Program or by permission of the Dean.

MAM 310 Image Production in Mammography

3 Credits

This course will provide an in-depth study of mammography equipment operation and quality assurance. Mammography tube design, radiographic exposure factors, and ancillary equipment will be analyzed to determine their effect on image production. Digital acquisition, display, and informatics in mammography will be included. Quality assurance and the US Mammography Quality Standards Act will be studied. Prerequisite: Acceptance into the Mammography Program or by permission of the Dean.

MAM 320 Anatomy, Physiology, and Pathology of the Breast

2 Credits

This course will provide an in-depth study of the anatomy, physiology, and pathology of the breast. Internal anatomy, external anatomy, histology, and cytology of the breast will by studied. The physiology of the breast will be investigated to include vascular circulation, lymphatic drainage, hormone fluctuation, and lactation. Discussion of benign, malignant, and high-risk conditions and their appearance in mammography will be included. Prerequisite: Acceptance into the Mammography Program or by permission of the Dean.

MAM 330 Mammography Procedures

3 Credits

This course will include Mammographic positioning related to routine screening as well as diagnostic testing of the breasts. Special patient situations such as anatomical deformities, augmentation, and post-surgical alterations of the breast will also be evaluated. Additional interventional and imaging modalities of the breast will be included in this course. Prerequisites: MAM 300, Pre/Corequisite: MAM 320

MAM 340 Mammography Clinical Practicum

6 Credits

The purpose of clinical practicum is to apply the knowledge and techniques learned in the program. Evaluation of the student's mammographic technique and patient rapport are included. Students will work one-on-one with a mammographer at designated clinical settings. The student will begin in the observation phase, move to more hands-on positioning, and demonstrate the independent performance of exams throughout the course. The student will complete all the necessary clinical experience requirements to take the American Registry of Radiologic Technologists (ARRT) post-primary examination in mammography. Prerequisite: MAM 300, Pre/Corequisite: MAM 310, MAM 320, MAM 330

MAT 110 Math for Healthcare Professions

3 Credits

This course will introduce the science of pharmacology and the role of the licensed practical nurse in the preparation, management, and administration of medications. Emphasis will be placed on the action, general uses, potential complications, and nursing monitor techniques and expected outcomes from medication administration. Laboratory values and nursing implications related to medication therapy will be highlighted. In addition, students will learn a wide variety of mathematical skills that they will utilize in the healthcare profession. Pre-req: Successful completion of entrance exam or waiver.

MAT 140 College Algebra

3 Credits

This course is designed to provide you with an understanding of fundamental algebraic skills and techniques as well as to train you in applying those skills in professional, personal, and academic situations. We will review standard college-level algebra topics including linear, quadratic, rational, exponential, and logarithmic functions; the study of inequalities; graphical analysis; polynomials; systems of equations; and more. Throughout the course, focus will include the application of these topics to real problems. Pre-req: Successful completion of entrance exam or waiver.

MAT 160 Intro to Statistics

3 Credits

This course is designed to provide students with an introduction to foundational elements in the study of statistics. Topics will include the study of sampling and data collection, descriptive and inferential

statistics, probability, discrete and continuous random variables, hypothesis testing, linear regression and correlation, and analysis of variance. Pre-req: Successful completion of entrance exam or waiver.

MET 105 Medical Terminology & Study Techniques

1 Credit

This course will introduce medical language. Students will gain a basic knowledge of medical terms, rules of breaking down and analyzing medical terms, and how medical terms are associated with the human body. Students will utilize the systems approach to interpret, define, pronounce medical terms of clinical procedures, diagnoses, and the body structure and functions. There will also be an emphasis on common medical abbreviations associated with the medical field. Students will also be introduced to effective studying techniques specific for the college student.

MET 111 Medical Terminology

3 Credits

This course is designed to assist the student to develop a medical terminology vocabulary, utilizing a body systems approach that will facilitate communication of medical information in a medical office or hospital environment. The student will learn and practice the principles of medical word formation, including the basic rules of building medical words, identifying suffixes, prefixes, and combining forms related to the structure and function of the associated systems of the body. Pre-req: Successful completion of entrance exam or waiver.

MHT 200 Introduction to Mental Health Disorders

3 Credits

This course designed to provide an overview of common mental health disorders, their causes, symptoms, and treatment options. This course will cover various aspects of mental health disorders, including mood disorders, anxiety disorders, personality disorders, psychotic disorders, and substance use disorders. Students will gain an understanding of the diagnostic criteria for each disorder and learn how to recognize the signs and symptoms in themselves and others. The course will also discuss the impact of mental health disorders on individuals, families, and society as a whole, and explore various approaches to treatment and management, such as therapy, medication, and lifestyle changes. Throughout the course, students will be encouraged to examine their own attitudes and beliefs about mental health, increase their knowledge of available resources, and develop a greater empathy and understanding for those living with mental health disorders.

MHT 210 Trauma, Addiction, and Environment

3 Credits

This course that explores the relationship between trauma, addiction, and environmental factors. The course will provide an in-depth understanding of how traumatic experiences can lead to addiction and how environmental factors can influence both trauma and addiction. Students will learn about the different types of trauma, including acute trauma and complex trauma, and how they can lead to substance use disorders. The course will also explore how environmental factors, such as poverty, social isolation, and discrimination, can contribute to trauma and addiction. Additionally, students will examine various treatment approaches, including trauma-focused therapy and harm reduction strategies, that can help individuals recover from trauma and addiction. They will also learn about the importance of creating safe and supportive environments for individuals who are struggling with trauma and addiction. Throughout the course, students will be encouraged to reflect on their own experiences and attitudes towards trauma and addiction, and develop a greater understanding of the complexities of these issues. The course will also highlight the importance of addressing the root causes of addiction and trauma, such as social and economic inequality, and the need for a comprehensive, holistic approach to treatment and recovery. Corequisite: MHT 220

MHT 220 Therapeutic Interventions

3 Credits

This course provides an overview of various therapeutic approaches and interventions used to promote mental health and well-being. The course will cover a range of therapeutic modalities, including cognitive-behavioral therapy, psychodynamic therapy, humanistic therapy, and mindfulness-based interventions. Students will study the theoretical foundations of these approaches, as well as their practical application in clinical settings. The course will also explore the role of the therapist in facilitating therapeutic change, including the importance of building a strong therapeutic alliance, using evidence-based interventions, and adapting

treatment to the unique needs and preferences of each client. Additionally, students will explore how culture, gender, and other diversity factors can influence the therapeutic process, and the importance of addressing these factors in treatment. Throughout the course, students will have the opportunity to practice key therapeutic skills, such as active listening, empathy, and effective communication. They will also learn how to conduct assessments and develop treatment plans based on client needs and goals. By the end of the course, students will have a solid understanding of the principles and practices of therapeutic interventions and be equipped to apply this knowledge to a range of clinical settings and populations. Corequisite: MHT 210

MHT 250 Mental Health Practicum

3 Credits

This practicum is designed to provide students with an opportunity to learn and practice mental health assessment and intervention skills in a simulated environment. The lab offers a safe and controlled setting where students gain experience working with different types of clients and presenting problems. Students will participate in a variety of simulated clinical scenarios that require them to apply assessment and intervention skills, including diagnostic interviewing, mental status examination, and crisis intervention. They will also have the opportunity to practice delivering evidence-based treatments, such as cognitive-behavioral therapy and mindfulness-based interventions, under the supervision of the instructor. Throughout the lab, students will receive feedback and guidance from their instructor and peers, as well as have the opportunity to reflect on their performance and identify areas for improvement. They will also participate in discussions and case presentations to deepen their understanding of mental health assessment and intervention principles and practice. By the end of the course, students will have gained practical skills and experience in mental health assessment and intervention, as well as a deeper understanding of the ethical and professional standards involved in mental health practice. They will be better prepared to work effectively as part of a mental health team and more confident in their ability to apply evidence-based treatments to a variety of clinical contexts. Corequisite: MHT 210, MHT 220

MIS 100 Introduction to Imaging Sciences

2 Credits

This course provides a foundation for patient care topics encountered in medical imaging. Discussions include principles, practices, terminology, and professional responsibilities to deliver optimal patient care. Students will evaluate resources to foster academic success.

MIS 300 Sectional Anatomy

3 Credits

Focusing on imaging modalities such as computed tomography (CT), magnetic resonance imaging (MRI), and diagnostic medical sonography (DMS), this course emphasizes the physical relationship of anatomic structures developing foundational knowledge of three-dimensional anatomy. Sectional images will be used to evaluate anatomy in multiple planes. Normal and abnormal appearances of the major structures of the body will be investigated. Pre-reqs: BIO 111, BIO 111L, BIO 112 and BIO 112L

MIS 400 Capstone

6 Credits

This capstone course offers students the opportunity to pursue individual research in medical imaging by synthesizing professional knowledge and critical thinking skills. Students will apply concepts from previous coursework to identify, assess, and formulate strategies to manage various challenges encountered in healthcare. Students will also evaluate their professional and personal growth, the benefit of lifelong learning, and the impact these have on the future.

NUR 110 Health Assessment

2 Credits

The focus of this course is nursing assessment, including a comprehensive health assessment using interviewing and physical assessment techniques; inspection, palpation, percussion, and auscultation; expected and common unexpected findings; differences based on age, ethnicity, and culture; identification of risk factors; and client education. The course will also include professional verbal and written communication of interview and assessment findings. Corequisite: NUR 115 and NUR 120

NUR 115 Foundations of Clinical Practice

4 Credits

The focus of this course is to provide students with the knowledge needed to perform a comprehensive health assessment including history taking and

physical examination using evidence-based communication and interview techniques, as well as inspection, palpation, percussion, and auscultation. Expected assessment findings and common unexpected findings will be discussed, as well as differences based on age, ethnicity, and culture. Students will utilize components of the nursing process to plan and provide safe patient centered holistic care using fundamental nursing skills. Identification of risk factors and related client education needs will be included. Professional verbal and written communication of interview and assessment findings will be addressed. Corequisite: NUR 110 and NUR 120

NUR 120 Fundamentals of Nursing

2 Credits

The focus of this course is to introduce the nursing process as the organizing framework for the planning and delivery of care across the lifespan. The student will gain an understanding of the concepts of assessment, communication, professional behavior, while meeting the nursing needs of patients. Corequisite: NUR 110 and NUR 115

NUR 125 Pathophysiology/Pharmacology Pt. 1

3 Credits

This course will introduce the concept of Pathophysiology and Pharmacokinetics as they relate to the nursing process. Emphasis will be places on the action, general uses, potential complications, and nursing implications. Knowledge of the interaction between pharmacology and pathological pathways will facilitate in planning care of the client and promoting optimal outcomes. Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111 and BIO 111L, MET 105

NUR 130 Medical-Surgical Nursing I

3 Credits

The focus of NUR 130 is clinical inquiry, therapeutic interventions, and a system review approach that will emphasize the utilization of the nursing process for the safe delivery of care of adults and children. Holistic healthcare needs of individuals are an integral component of the course, along with common health problems encountered in each age group. The course will apply concepts of nursing care for the following body systems: hematological, gastrointestinal, hepatic, musculoskeletal, neurological, and immunological systems. Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111, BIO 111L, MET 105. Corequisite: NUR 131

NUR 131 Medical-Surgical Nursing I Clinical

3 Credits

The focus of Nursing 131 is to apply the knowledge and skills acquired in previous course. Students will utilize the nursing process to initiate analysis, interpretation, and application of theoretical concepts in the clinical setting to achieve optimal patient outcomes. Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111, BIO 111L, MET 105. Corequisite: NUR 130

NUR 212 Mental Health Nursing

3 Credits

This course evaluates the mental health needs and treatments of individuals, families, and groups. Emphasis is placed on the need for holistic care. Historical perspectives, theories concerning mental illness, signs and symptoms of disorders and the development of treatment modalities will be discussed. The role of the nurse in contemporary care is examined. Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111, BIO 111L, MET 105. Corequisite: NUR 213

NUR 213 Mental Health Clinical

1 Credit

This clinical experience provides the opportunity to integrate psychiatric nursing theory to practice. Emphasis will be placed on utilization of effective therapeutic communication techniques, crisis intervention strategies, safe medication administration, and evidence-based practice. Prerequisites: NUR 110, NUR 115, NUR 120, BIO 111, BIO 111L, MET 105. Corequisite: NUR 212

NUR 220 Medical-Surgical Nursing II

3 Credits

The focus of NUR 220 will be on clinical decision-making, clinical inquiry, therapeutic interventions, and components of evidence-based care that will emphasize the utilization of the nursing process for the delivery of care of adults and children. The holistic healthcare needs of individuals are an integral component of the course, along with common health problems encountered in each age group. The course will reinforce nursing concepts for the following body systems: Lower gastrointestinal, respiratory, endocrine, cardiovascular, and the renal system. Prerequisites: NUR 130, NUR 131, NUR 125, NUR 212, NUR 213 BIO 112, BIO 112L. Corequisite: NUR 221

NUR 221 Medical-Surgical Nursing II Clinical

3 Credits

The focus of Nursing 221 is to apply the knowledge and skills acquired in previous courses. Students will utilize the nursing process to demonstrate the ability to analyze, interpret, and apply concepts in the clinical setting to achieve optimal patient outcomes. Prerequisites: NUR 130, NUR 131, NUR 125, NUR 212, NUR 213 BIO 112, BIO 112L. Corequisite: NUR 220

NUR 225 Pathophysiology/Pharmacology Pt. 2

3 Credits

This course will provide an in-depth study of Pathophysiology and Pharmacokinetics as they relate to the nursing process. Emphasis will be placed on analyzing the interactions, adverse reactions, potential complications, and associated nursing implications. Knowledge on the interaction between pharmacology and pathological pathways will facilitate in evaluating care of the client and recommend changes to the care plan to promote optimal outcomes Prerequisites: NUR 130, NUR 131, NUR 125, NUR 212, NUR 213 BIO 112, BIO 112L

NUR 240 Maternal/Child Nursing

3 credits

The focus of NUR 240 is to introduce the student to the application of the nursing process in delivering care to the childbearing family and neonate. Topics will include prenatal care, labor and delivery, newborn care, care of the high-risk pregnancy, and postpartum complications. The student will develop a foundation of nursing knowledge in the care of the childbearing family. Prerequisites: NUR 130, NUR 131, NUR 125, NUR 212, NUR 213, BIO 112, BIO 112L Corequisite: NUR 241

NUR 241 Maternal/Child Nursing Clinical

1 Credit

The focus of NUR 241 is to provide an opportunity for students to apply concepts learned in the classroom to the clinical setting for the care of the childbearing family and neonate. The student will care for children in various settings, as available. Prerequisites: NUR 130, NUR 131, NUR 125, NUR 212, NUR 213, BIO 112, BIO 112L Corequisite: NUR 240

NUR 250 Medical-Surgical Nursing III

3 Credits

The focus of Nursing 250 is the application of knowledge obtained in NUR 130 and NUR 220. Students will demonstrate the ability to analyze and apply concepts which will lead to the ability to recognize factors that would lead to optimal patient outcomes for the patient with high acuity needs. The course will reinforce nursing concepts for the cardiovascular, neurological systems, shock, and critical care. Prerequisites: NUR 220, NUR 221, NUR 225, NUR 240, NUR 241. Corequisite: NUR 251, NUR 261

NUR 251 Medical-Surgical Nursing III Clinical

3 Credits

The focus of Nursing 251 is to apply the knowledge and skills acquired in previous courses. Students will utilize the nursing process to demonstrate mastery in the ability to analyze, interpret, and apply concepts in the clinical setting to achieve optimal patient outcomes. Prerequisites: NUR 220, NUR 221, NUR 225, NUR 240, NUR 241 Corequisite: NUR 250, NUR 261

NUR 261 Transition to Professional Practice

2 Credits

The focus of this course is to prepare the graduating nursing student to the role of registered nurse (RN). Students will examine and explore various factors that influence professionalism, professional practice, and professional development. Prerequisites: NUR 220, NUR 221, NUR 225, NUR 240, NUR 241 Corequisite: NUR 250, NUR 251

NUR 370 Nursing Theory

3 Credits

The focus of this course is to provide the student with an introduction and overview to the concepts of nursing theory. The course will include the development of nursing theory and an introduction to the works of selected eminent theorists as well as investigate the application of theory to professional nursing practice. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 390 Nutrition

3 Credits

The focus of this course is the science of human nutrition as it relates to public health in the United States and globally. Topics include nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, and prevention and management of common chronic diseases. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 401 Information Tech: Apps in Healthcare

3 Credits

The focus of this course is to explore patient care technologies, information systems, telecommunication technologies, and communication devices that support evidenced-based nursing practice. Students will gain an understanding of the impact these information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety and health outcomes. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 420 Assessment Through the Lifespan

3 Credits

The focus of this course is to expand upon knowledge needed to perform a more in-depth health assessment. Expected assessment findings and common unexpected findings will be analyzed, as well as differences based on age, ethnicity, and culture. Risk factors and related client education, professional verbal and written communication will be addressed. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 430 Nursing Research

3 Credits

The focus of this course is to provide a comprehensive review of nursing research with an emphasis on qualitative and quantitative methodologies. This course focuses on the development of the students' experience with the research process and evidence-based practice. Additionally, the student will review the role of the scholar practitioner to identify clinical research problems and determine the quality of research as it applies to clinical decision making. Prerequisite: MAT 160, Admission to RN-BSN Program or permission of the Dean.

NUR 440 Diseases of the Human Body

3 Credits

The focus of this course is to provide a comprehensive review of human pathophysiology with an emphasis on alterations on homeostasis. The course will review metabolic, chemical, and physiological pathways related to cellular biology and biochemistry. Knowledge of the pathways encourages the course participant to introduce higher-level pathophysiological concepts into their clinical practice. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 450 Pharmacology for RNs

3 Credits

The focus of this course is to provide information leading to a greater understanding of pharmacokinetics, pharmacotherapeutics, pharmacoeconomics, and toxicology. Students will advance their knowledge regarding the impact of common medications used to treat various medical problems across the lifespan. The nursing process will be used to analyze the ramifications of drug therapy and apply critical thinking to improve safety and quality of care in the clinical setting and the community. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 470 Community Health (Local)

3 Credits

The focus of this course is the client living with health-related issues in the community. We will examine the relationship of the client to family, healthcare team, healthcare system, environment, and the community. Major components include assessment, planning, intervention, and evaluation of people living with multiple chronic conditions in the community. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 480 Nursing Leadership

3 Credits

The focus of this course is to apply theoretical and empirical concepts of leadership, management roles, and ethical decision-making process of the professional nurse in diverse multicultural settings. The student will use critical thinking strategies to study the coordinating role of the professional nurse within the healthcare delivery system with an emphasis on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. This will lead to an understanding of the concept of leadership theories and roles, problem solving and the decision-making process for a professional nurse in a leadership position. Prerequisite: Admission to RN-BSN Program or permission of the Dean.

NUR 490 Capstone Project

5 Credits

The focus of this course is the analysis and clinical application of nursing care of the client living with health-related issues. The student will construct new knowledge based on clinical experiences. Major components include assessment, planning, intervention, and evaluation of the client living with

health-related issues. The student will utilize evidence-based resources and public health competencies to analyze how a health-related issue and nursing interventions affect the health of the client. The course integrates prior clinical and classroom concepts with new clinical experiences with the intention of establishing a deeper level of understanding of nursing care. Prerequisite: Must be within 12 credits of graduation with BSN.

NUR 495 Capstone Project

6 Credits

The focus of this course is the analysis and clinical application of nursing care of the client living with health-related issues. The student will construct new knowledge based on clinical experiences. Major components include assessment, planning, intervention, and evaluation of the client living with health-related issues. The student will utilize evidence-based resources and public health competencies to analyze how a health-related issue and nursing interventions affect the health of the client. The course integrates prior clinical and classroom concepts with new clinical experiences with the intention of establishing a deeper level of understanding of nursing care. Pre-req: Must be within 12 credits of graduation for BSN.

PHI 206 Ethics in Healthcare (Philosophy/Theology)

3 Credits

This course introduces students to ethical and bio-ethical issues confronting the healthcare professionals within the practice setting. This course will introduce the student to the language of ethics and to the decision-making process. Using cases, students will learn to apply ethical decision-making principles to practical dilemmas. The course will familiarize students with ethical and legal considerations, patient-provider relationships, and the concepts of moral judgment and prudence.

PHL 100/100L Phlebotomy Fundamentals

2 Credit Lecture/2 Credit Lab

This course is designed to provide students with the knowledge and clinical skills to become a phlebotomist. This course includes study of the role of the phlebotomist, the function of each clinical laboratory section and the functions of personnel employed in the clinical laboratory. This course will focus on laboratory safety, basic anatomy of the circulatory system, venipuncture equipment and techniques, dermal puncture equipment and techniques, as well as complications associated with phlebotomy and legal issues associated with phlebotomy.

PHL 200 Phlebotomy Preceptorship

1 Credit

The Phlebotomy Preceptorship is a hands-on clinical training course designed for students who have already completed the theoretical and practical aspects of phlebotomy training. The course offers students the opportunity to gain practical experience by working under the direct supervision of a certified phlebotomy preceptor in a clinical setting. The course requires a minimum of 10 successful capillary punctures and 50 successful venipunctures under the direct supervision of the preceptor. Students gain experience performing phlebotomy skills, demonstrating proper patient identification, choosing the correct equipment for the tests that are ordered, ensuring that the necessary preanalytical requirements have been met, using the appropriate technique, and labeling and transporting specimens according to facility protocol. Corequisites: PHL 100, PHL 100L

PSY 101 Introduction to Psychology

3 Credits

This course studies psychology as an applied science and explores the genetic and environmental factors, which influence behavior and affect the quality of life. The course begins with a brief history of the development of psychology as a science of human behavior and covers such topics as: psychology of learning, social psychology, human sexuality, stress, and coping, as well as abnormal behavior and treatments. Through assigned readings and projects, students will become more aware of the factors that affect human behaviors; theirs and that of others. Pre-req: Successful completion of entrance exam or waiver.

PSY 201 Developmental Psychology

3 Credits

This course provides the student with a multi-disciplinary study of life span development from prenatal stages through infancy, childhood, adolescence, adulthood, old age, and death. Topics covered include discussions of genetic, environmental, psychological, and sociological influences on the development of and changes in physical, cognitive and language, and psychosocial domains of individuals. Prerequisite: PSY 101

PN 101 PN Nursing Care I

5 Credits

The focus of this course is to prepare the PN student to apply the nursing process to patient care situations, collect and organize pertinent data, identify problems and health needs throughout the lifespan and developmental stages, and contribute to the interprofessional team in various healthcare settings. The novice PN student demonstrates the necessary competencies to care for patients with diverse health problems. Students will learn to assess expected and unexpected health problems, provide basic nursing care, and assist the registered nurse with maintaining and promoting health. Competencies and nursing skills are demonstrated in the laboratory setting using the NLN competencies and Benner's model. The PN student will learn the theory and application of performing a physical assessment across the lifespan. Explore diverse cultures, spiritualities, and alternative therapies for communities. There is a focus on safe medication and pharmacological principles. Corequisite: PN 102

PN 102 PN Nursing Care I Lab

4 Credits

This clinical course is designed to provide students with hands-on experience in performing basic nursing procedures that were covered in PN 101 Nursing Care I. Students will have the opportunity to practice and demonstrate their skills in a safe and supervised clinical environment. During the clinical course, students will have the opportunity to practice and demonstrate skills needed to care for patients in various healthcare settings. Students will also have the opportunity to apply the principles of patient-centered care, cultural sensitivity, and effective communication techniques in real-life patient care situations. They will work with diverse patient populations, with varying healthcare needs, and will learn how to provide patient-centered care that is sensitive to cultural and spiritual beliefs. Corequisite: PN 101

PN 121 PN Nursing Care II

3 Credits

The focus of this course is to expand on concepts from PN Nursing Care 101. There is a focus on mental health and medical-surgical concepts across the lifespan and in a variety of healthcare settings. The course will focus on summarizing the pathophysiology of diseases and disorders to provide comprehensive care for patients. Students will also learn how to document and communicate patient needs effectively to patients and families, as well as members of the healthcare team. The course will emphasize safe patient care for patients with diverse backgrounds. Methods of dosage calculation and medication administration are covered. The PN scope of practice will be a significant focus of the course, including delegation and collaboration with the RN. Prerequisite: BIO 105 or BIO 111/112, PN 101, PN 102, Corequisite: PN 122

PN 122 PN Nursing Care II Clinical

3 Credits

This clinical course is designed to provide practical experience in applying nursing concepts from PN 121 Nursing Care II to patients with medical-surgical and mental health diseases and disorders. The course will provide students with the opportunity to work in a variety of healthcare settings and gain hands-on experience with patients across the lifespan. Students will focus on summarizing the pathophysiology of diseases and disorders to provide comprehensive care to patients, while also learning how to document and communicate patient needs effectively to patients, families, and members of the healthcare team. The course will emphasize safe patient care, including the administration of medications and dosage calculation. Students will also learn how to provide patient-centered care to diverse patient populations. The course will cover the PN scope of practice, including delegation and collaboration with RNs Corequisite: PN 121

PN 131 PN Nursing Care III

7 Credits

The focus of this course is to expand on concepts from the PN 121 course. There is a dedicated portion of this course that focuses on medical-surgical and pediatric care in a variety of healthcare settings. The nursing process, therapeutic communication, professionalism, and diverse patient needs are intertwined throughout the course. Addresses healthcare disorders as they correlate with pharmacology, pathophysiology, safe medication administration, nursing interventions, and evaluation of nursing care. Students will expand on clinical judgment, decision-making, and problem-solving skills in clinical practice with members of the interprofessional team. Further advance on NLN Competencies and nursing skills developed in the clinical setting. Students will continue to progress in Benner's model of skill acquisition as competent PN.

This course will review mental health, foundations of nursing care, lifespan development, and health disorders of infant and pediatric populations in preparation for the NCLEX-PN exam. Prerequisite: PN 121, PN 122, Corequisite: PN 132

PN 132 PN Nursing Care III Clinical

3 Credits

The clinical portion of this course builds upon the concepts learned in PN 131 Nursing Care III. Students will gain hands-on experience in medical-surgical, and community health in a variety of healthcare settings. The nursing process, therapeutic communication, professionalism, and diverse patient needs will continue to be integrated throughout the course. The course will emphasize the correlation between healthcare disorders, pharmacology, pathophysiology, safe medication administration, nursing interventions, and evaluation of nursing care. Students will develop and expand their clinical judgment, decision-making, and problem-solving skills while working with members of the interprofessional team. The course will further advance the NLN Competencies and nursing skills developed in the clinical setting. Students will continue to progress in Benner's model of skill acquisition as competent PN. Corequisite: PN 131

RAD 100 Radiographic Procedures I

3 Credits

This course offers the student the fundamentals of radiographic positioning and related terminology. It incorporates the application of anatomy and physiology essential to the practice of radiologic technology. Radiographic procedures of the chest, abdomen, extremities, and the upper gastrointestinal system are discussed. Image evaluation and critique of these procedures are covered. Demonstrations and practical testing are conducted in the positioning lab. Prerequisite: MIS 100(R), Corequisite: RAD 135

RAD 110 Applied Physics

2 Credits

This course includes the study of atomic theory, principles associated with matter, energy, basic electricity, magnetism, and electromagnetism. Students develop basic electrical circuits and calculate the relationship between potential difference, current, and resistance. Emphasis is placed on the construction and principles of generators, transformers, rectifiers, and controlling components. The basic schematic x-ray circuit is studied in detail. The construction of x-ray tubes, tube rating, and measures used to extend x-ray tube life are included. Prerequisite: Accuplacer QAS score of 250 or higher or by permission of the Dean.

RAD 120 Introduction to Radiation Fundamentals

1 Credit

As an introduction to the practice of radiologic technology, this course provides a foundation of patient care topics encountered by radiographers. Discussions include principles, practices, and professional responsibilities to deliver optimal patient care related to medical imaging. Prerequisite: Accuplacer Reading & Writing scores of 250 or higher or by permission of the Dean.

RAD 135 Radiology Clinical I

2 Credits

This course introduces students to the clinical environment including, patient care, radiographic equipment, and procedures. Students begin in the simulation lab exploring the skills necessary to enter the clinical environment. Additionally, midway through the course, observation rotations at clinical affiliates allow students to observe and assist with radiographic procedures. Prerequisite: MIS 100(R), Corequisite: RAD 100, Pre/Corequisite: BIO 111, BIO 111L

RAD 140 Radiographic Procedures II

3 Credits

This course incorporates radiographic procedures of the femur, hip/pelvic girdle, vertebral column, anterior neck, bony thorax, and specialty chest and abdomen. In addition, select radiographic procedures of the lower gastrointestinal systems are covered. Image evaluation and critique of these procedures are discussed. Demonstrations and clinical testing will be conducted in the positioning lab. Prerequisite: RAD 100, Corequisite: RAD 160

RAD 150 Principles of Rad. Exposure & Physics I

3 Credits

This course includes the study of the production of the x-ray beam and x-ray interactions with matter. Through discussion and experimentation on energized x-ray units, the student investigates the prime exposure factors and their effects on the radiographic image. Radiation protection for patients and personnel is included. The student explores how beam restriction, filtration, patient considerations, radiographic grids, and image processing will alter the radiographic image. A

thorough discussion of digital imaging and computed radiography is included. Prerequisite: RAD 110, Corequisite: RAD 160

RAD 160 Radiology Clinical II

4 Credits

Building on the foundation of RAD 135, students enhance their exposure to the clinical environment primarily under direct supervision of radiologic technologists. Students observe, assist, and perform a variety of radiographic procedures in diverse settings. As students gain confidence, they demonstrate competency on a minimum of six (6) but no more than ten (10) ARRT clinical competency requirements. In the simulation lab, students will continue to apply knowledge of radiographic procedures to unique situations and settings. Prerequisite: RAD 135, Corequisite: RAD 140, pre/Corequisite: BIO 112, BIO 112L

RAD 170 Radiographic Pathology

1 Credit

This course includes a study of terminology, symptoms, and diagnosis of diseases and conditions of the body. Emphasis is placed on those diseases and conditions, which are diagnosed through medical imaging procedures. Prerequisite: RAD 140, BIO 112, BIO 112L

RAD 180 Radiology Clinical III

6 Credits

As a continuation of RAD 160, students will be immersed in the clinical environment. Working directly and indirectly under the supervision of radiologic technologists, students observe, assist, and perform a variety of radiographic procedures in diverse settings. Students continue to perform previously validated procedures, gain confidence with new procedures, and work towards demonstrating competency on a minimum of 10 but no more than 15 ARRT clinical competency requirements. Additionally, students will complete six ARRT general patient care exams for vital signs and venipuncture in the simulated environment. Prerequisite: RAD 160

RAD 200 Radiographic Procedures III

3 Credits

This course includes radiographic procedures of the skull, facial bones, and sinuses. Image evaluation and critique of these procedures are covered. Demonstrations and practical testing are conducted in the positioning lab. Additional radiographic procedures of the digestive, nervous, urinary, and reproductive systems are also covered. Special considerations of pediatric and geriatric imaging are discussed. This course also incorporates a thorough discussion and practice of image analysis. Prerequisite: RAD 140, Corequisite: RAD 245

RAD 210 Principles of Rad. Exposure & Physics II

3 Credits

In this course, through discussion and lab assignments, the student analyzes the factors that affect the radiographic image. Special imaging techniques including automatic exposure control, mobile radiography, and fluoroscopy are investigated. The student creates radiographic exposure charts and solves exposure conversion problems. A discussion of data management and PACS in medical imaging is included. Prerequisite: RAD 150, MAT 140, Corequisite: RAD 245

RAD 220 Advanced Patient Care in Radiography

1 Credit

This course provides an in-depth study of patient care topics encountered by radiographers to include pharmacology & venipuncture, patient monitoring, ethical and legal issues, interpersonal communication, infection control, and medical emergencies. Students relate the concepts presented to the role of a radiographer in the healthcare environment. Prerequisite: RAD 120, ENG 101

RAD 230 Radiographic Supplemental Modalities

2 Credits

This course is designed as the introduction to the supplemental radiologic sciences of radiation therapy, nuclear medicine, sonography, computed tomography, magnetic resonance imaging, mammography, and absorptiometry. A discussion of the basic principles, terminology, and equipment used in these fields is included. The student learns clinical applications of each modality from technologists working in the field. Prerequisite: RAD 150

RAD 245 Radiology Clinical IV

8 Credits

As a continuation of RAD 180, students will be immersed in the clinical environment, working more independently under the indirect supervision of radiologic technologists. Students will observe, assist, perform, and critically evaluate radiographic procedures in diverse settings. Students continue to

perform previously validated procedures, gain confidence with new procedures, and demonstrate competency on a minimum of 15 but no more than 20 procedures ARRT clinical competency requirements. Additionally, students will complete three ARRT general patient care procedures for sterile and medical aseptic technique, assisted patient transfer, and care of patient medical equipment in the clinical environment. Prerequisite: RAD 180, Corequisite: RAD 200

RAD 250 Radiographic Quality Assurance

1 Credit

This course includes the study of the components of a radiographic quality assurance program and evaluation of minor equipment malfunctions. Formulating and charting radiographic techniques are included. Students perform equipment quality control checks in the clinical area. Prerequisite: RAD 210

RAD 260 Radiation Protection & Radiobiology

2 Credits

This course includes a study of radiobiology with special attention to cellular effects and early effects vs. late effects of radiation. Discussions on radiochemistry, cell sensitivity, organ effects, and radiation risk estimates are included. A study of the advanced radiographic principles of radiation protection, measurement, and shielding is presented. Protection of patient, radiographer, and others in radiology, nuclear medicine, and radiation therapy are emphasized. ALARA and patient education to minimize radiation exposure are discussed. Prerequisite: RAD 210

RAD 270 Graduation/Registry Preparation

1 Credit

This course is designed to prepare students for ARRT examination and employment in the field of radiology. Students take mock registry examinations and develop study guides in preparation for the ARRT exam. Emphasis is placed on professionalism, professional growth, initial certification, and continuing education requirements. Prerequisite: RAD 245

RAD 280 Radiology Clinical V

6 Credits

As a continuation of RAD 245, students will be immersed in the clinical environment, working more independently under indirect supervision of radiologic technologists. Students will observe, assist, perform, and critically evaluate radiographic procedures in diverse settings. Students perform previously validated procedures with consistency, gain confidence with all procedures, and demonstrate competency on the remaining ARRT clinical competency requirements. Additionally, students will demonstrate final competency, which indicates skills required as an entry-level radiographer. Prerequisite: RAD 245

SOC 101 Introduction to Sociology

3 Credits

This course is an introduction to the study of human society. The course stresses the learned nature of human behavior as seen in the ongoing interactions between individuals, groups, and society. The course examines aspects of social life, social factors, and social problems present in contemporary society. More specifically the course presents basic concepts and theories and explores topics including sociology as science, culture, socialization, social groups, social organization, class, race and ethnicity, gender, age, family, and social change. Pre-req: Successful completion of entrance exam or waiver.

SOC 400 Diversity, Equity, Inclusion, and Belonging

3 Credits

This course provides a safe platform for students to explore the topics of diversity, equity, Inclusion, and belonging through political, artistic, social, economic, and other lenses. Students will deconstruct personal and scholarly biases by evaluating the issues from historical, contemporary, and future perspectives. Additionally, the tools to empathize and connect with patients on a deeper level are investigated. At the end of this course, students will provide a better patient experience by understanding the unique needs, perspectives, and potential of all patients. Pre-req: ENG 101

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