

2015-2016 Catalog Addendum



2015-2016 Catalog Addendum

This catalog addendum includes information relating to updates since the publication of the 2015-16 South College Catalog.

Page 6 – PROGRAM Additions

Educational Specialist

Educational Specialist in Teacher Leadership in Schools

Master's Degree Programs:

Master of Business Administration w/Concentration in Health Care Administration

Master of Science in Criminal Justice w/Concentration in Public Administration

Baccalaureate Degree Programs:

Health Science w/Concentration in Computed Tomography

Associate of Science Degree Programs:

Investigation and Security

Pharmacy Technician

Certificate Programs:

Computed Tomography

Criminal Justice (Graduate Level)

Investigation and Security

Pharmacy Technician

Public Administration for Criminal Justice Professionals (Graduate Level)

Page 7-9 – Update of State Authorization Information

State Authorizations

The South College Main Campus and Parkside Learning Site are authorized by the Tennessee Higher Education Commission to confer Doctor of Pharmacy, Doctor of Physical Therapy, Master of Education, Master of Health Science, Master of Business Administration, Master of Science, Bachelor of Science, Bachelor of Business Administration, and Associate of Science degrees, as well as various certificate level programs. This authorization must be renewed each year and is based on an evaluation of minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility. South College is approved for the training of veterans and other eligible beneficiaries by the Tennessee Division of Veterans Education.

South College is an institutional participant in the National Council for State Authorization Reciprocity Agreements (SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of post-secondary distance education course and programs. It is intended to make it easier for students to take online courses offered by post-secondary institutions based in another state. SARA covers all interstate placements in clinical or practica situations among SARA member states, no matter the nature of the main program. However, some such placements may also be subject to the rules of professional licensing boards, in which case the placement must also meet such requirements.

Current members of SARA include **Alabama, Alaska, Arizona, Arkansas, Colorado, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South**

Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.

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

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

Without a physical presence in **Connecticut**, South College is not regulated by the Connecticut Office of Higher Education (61 Woodland Street; Hartford, CT 06105-2326; 860-947-1800; www.ctohe.org) and is therefore not required to seek licensure. Communication from the Connecticut Office of Higher Education confirming South College does not trigger a physical presence in the state and is not regulated by the Office of Higher Education is on file.

Without a physical presence in **Florida**, South College is not regulated by the Commission for Independent Education of the Florida Department of Education (325 W Gaines St, Suite 1414; Tallahassee, FL 32399-0400; 850-245-3200; www.fldoe.org/cie) and is therefore not required to seek licensure. Communication from the Department confirming South College does not trigger a physical presence in the state and is not regulated is on file.

Without a physical presence in **Massachusetts**, South College is not regulated by the Massachusetts Department of Higher Education (One Ashburton Place, Room 1401; Boston, MA 02108; 617-994-6950; www.mass.edu) and is therefore not required to seek licensure.

Without a physical presence in **New Jersey**, South College is not required to seek approval from the New Jersey Secretary of Higher Education (PO Box 542; Trenton, NJ; 08625-0542; 609-292-4310; www.state.nj.us/highereducation). Communication from the New Jersey Secretary of Higher Education confirming South College does not trigger a physical presence in the state and is not regulated is on file.

Without a physical presence in **New York**, South College is not required to seek approval from the Office of College and University Evaluation New York State Education Department (5 North Mezzanine, Education Building; 89 Washington Avenue; Albany, NY 12234; 518-474-2593; www.highered.nysed.gov). Communication from the Department confirming South College does not trigger a physical presence in the state and is not regulated is on file.

Professional Licensure

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

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

Alabama

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

Page 10 – Addition

TUITION GUARANTY BOND

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

Page 12 – Revision to Application Procedures to include new programs.

Applicants for the PharmD, DPT, EdS, MHS, MEd, MS, MBA, and Graduate Certificate programs should visit the section of the catalog/addendum dedicated to these programs for information regarding all admission and application procedures and the website indicated above.

Page 12 – Addition to General Undergraduate Admission Requirements

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

Page 15 – Revise/Add Tuition Information

Table 1 – Add AS Pharmacy Technician, CERT Pharmacy Technician, and CERT Computed Tomography (\$5,000 per quarter for full-time enrollment).

Table 2 – Add AS Investigation and Security and CERT Investigation and Security (\$6,000 per quarter for full-time enrollment).

Table 3 – Add BS Health Science w/Concentration in Computed Tomography (\$6,700 per quarter for full-time enrollment).

Table 5 – Add Educational Specialist in Teacher Leadership in Schools, Master of Science in Criminal Justice w/Concentration in Public Administration, Graduate Certificate in Criminal Justice, and Graduate Certificate in Public Administration for Criminal Justice Professionals (\$4,500 per quarter for full-time enrollment).

Physical Therapy – Effective Summer quarter 2016, quarterly tuition rate for newly admitted students is \$8,950. Quarterly tuition rate for continuing students admitted prior to Summer quarter 2016 remains unchanged.

Pharmacy – Effective Summer quarter 2016, quarterly tuition rate is \$11,500.

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Educational Specialist

Educational Specialist in Teacher Leadership in Schools

Master's Degree Programs:

Master of Business Administration w/Concentration in Health Care Administration
Master of Science in Criminal Justice w/Concentration in Public Administration

Baccalaureate Degree Programs:

Health Science w/Concentration in Computed Tomography

Associate of Science Degree Programs:

Investigation and Security
Pharmacy Technician

Certificate Programs:

Computed Tomography
Criminal Justice (Graduate Level)
Investigation and Security
Pharmacy Technician
Public Administration for Criminal Justice Professionals (Graduate Level)

Pages-62-64 - Revision to add information for the Master of Business Administration w/Concentration in Health Care Administration.

**SCHOOL OF BUSINESS
GRADUATE PROGRAMS**

**Master of
BUSINESS ADMINISTRATION**

This graduate program is designed for those qualified individuals who wish to further their academic credentials in the field of business administration. Full-time students may complete the MBA program in 12 months (4 quarters – 48 quarter credit hours). Fulltime students may complete the MBA w/Concentration in Health Care Administration in 15 months (5 quarters – 60 quarter credit hours). Part-time students may enroll in a minimum of one class per quarter and this option extends the completion time as applicable to course load completed. Admission to this program will occur in each quarter of the year.

MISSION

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

ADMISSION REQUIREMENTS

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

- Evidence completion of a bachelor's degree from an accredited institution of higher education;
- Evidence of a cumulative 3.0 undergraduate grade point average for admittance OR Evidence of a cumulative 2.50 undergraduate grade point average for conditional admittance.

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

ADVANCED PLACEMENT AND TRAFER OF CREDIT

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

PROGRAM DESIGN

The MBA program and concentration option will be completed primarily via an asynchronous online format using the learning management system Moodle in order to provide flexibility and to accommodate the schedules of working professionals. The curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction to prepare students for the unique challenges of management in the 21st century. Full-time students may complete the MBA program in 12 months (4 quarters). Fulltime students may complete the MBA w/Concentration in Health Care Administration in 15 months (5 quarters). A part-time option is available.

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

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

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

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

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

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

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

ADDITIONAL REQUIREMENTS

South College provides computer and Internet access to staff, faculty, and students while on-campus. Online students are required to secure their own access in their personal environments. Each student should bring his/her laptop to the on-campus orientation at the beginning of the program and to the end of the program sessions. Developing computer skills is critical to the success of students in the program and in practice. Though not a requirement for admission, students are expected to possess computer skills prior to matriculation. Please see the South College website for information regarding minimum computer requirements. Students may be required to purchase a student version of SPSS (computer program used for statistical analysis) at the beginning of the program at a cost of approximately \$100.

Master of BUSINESS ADMINISTRATION

Curriculum.....48 credits

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

Master of BUSINESS ADMINISTRATION w/Concentration Healthcare Administration

Curriculum.....60 Credits

MBA 5110 Business Organization and Management	4
MBA 5120 Marketing Management	4
MBA 5130 Research Methods in Management	4
MBA 5210 Accounting Information for Decision Making	4
MBA 5220 Production and Operations Management	4
MBA 5230 Global Management	4
MBA 5310 Financial Management	4
MBA 5320 Managerial Economics	4
MBA 5330 Strategic Management	4
MBA 5410 Managing Business Ethics and Social Responsibility	4
MBA 5420 Leadership and Innovation	4
MBA 5430 Current Issues in Management (Capstone)	4
MBA 5510 In trodution to Healthcare Administration	4
MBA 5520 Quality Improvement in Healthcare	4
MBA 5530 Current Topics in Healthcare Administration	4

Pages 67-75 – Revision of Information for BS Teacher Education (Elementary Education K-5)

TEACHER EDUCATION PROGRAMS

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

Bachelor of Science

TEACHER EDUCATION (ELEMENTARY EDUCATION K-5)

Overview

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

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

Across the program of study, candidates experience sequential and diverse field experiences, professional development workshops, and a student teaching clinical practice component. Candidates provide assistance to classroom teachers, tutor K-5 students, teach and assess K-5 students, participate in tiered RTI² processes, engage in planning for integrating technology into instruction, analyze, assess and reflect on videotaped teaching to prepare a written response for reviewers, participate in professional learning communities, and engage in action research to determine instructional effectiveness. During student teaching, candidates experience an in-depth exposure to teaching and learning and are required to use data to demonstrate the effect their teaching had on K-5 student learning and development.

BS candidates must successfully complete the clinical practice component of two full-day student teaching placements in an approved elementary school in grades K-3 and 4-5 for a total of 16 weeks. Student teaching placements near the candidate's residence are attempted but cannot be guaranteed. The first placement, Placement I, must be successfully completed with a grade of Pass, to receive approval to advance to Placement II. Placement II must be successfully completed, with a grade of Pass, to be eligible for licensure recommendation. The academic major, *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* for grades K-5 meets state, national and professional organization standards.

PURPOSE AND CANDIDATE LEARNING OUTCOMES

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

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

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

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

CURRICULUM

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

Across the curriculum, candidate proficiencies are monitored and documented at four progression levels during preparation that include *Program Admission, Candidacy, Clinical Practice, and Program Completion*. Candidates must meet criteria at each progression level and demonstrate competency in four categories: 1) *The Learner and Learning*; 2) *Content*, 3) *Instructional Practice*, and 4) *Professional Responsibility*. As needed, candidates are afforded opportunity to remove an area of weakness, or deficiency, at any progression level by participating in an intervention plan with faculty recommendation.

Program Admission is the first progression level from *Initial Entry to Formal Teacher Education Program (TEP) Admission*. *Candidacy* is the second progression level and a major preparation level prior to admission to student teaching that requires candidates to pass all Praxis II exams to advance to next progression level, *Clinical Practice*. *Clinical Practice* is third progression level from *Admission to Student Teaching to Completion of Student Teaching*. During two placements of student teaching in grades K-3 and 4-6, candidates complete multiple program assessments that demonstrate their application of instructional effectiveness and the impact on all K-5 students' learning and development. At the fourth progression level, *Program Completion*, candidates demonstrate achievement of program learner outcomes that confirm program completion and eligibility for recommendation for the initial teaching license in Elementary Education K-5 and conferring of the Bachelor of Science degree. To earn the Bachelor of Science degree in Elementary Education K-5, candidates must complete all courses in the curriculum and all requirements and competencies specified in the four progression levels and competency categories.

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

APPLICATION, ADMISSION, AND PROGRAM COMPLETION REQUIREMENTS

Candidates pursuing the academic major, *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent*, are required to complete all courses in the curriculum and all requirements and competencies specified in the four progression levels and competency categories in order to be recommended for the initial TN license for Elementary Education K-5. The first step in the admissions process is to gain admission to SC and

schedule an appointment with an education advisor. The advisor and student meet and develop a quarterly projected academic plan that shows the student a timeline for progressing through four curriculum levels and competency categories.

The *Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent* major has multiple assessment measures that occur at four progression levels [*Program Admission, Candidacy, Clinical Practice, and Program Completion*] and four competency categories [*1) The Learner and Learning; 2) Content, 3) Instructional Practice, and 4) Professional Responsibility*]. Candidates are required to conference quarterly with an education advisor to discuss their academic progress and to advance to the next quarter. The Four Progression Levels and Competency Categories inform candidates of their academic progress each quarter as they progress through the Elementary Education K-5 program. Interventions are available as needed through faculty recommendation for candidates to remove deficiencies.

Initial Entry:

For initial entry to the BS Elementary Education K-5 program, candidates must meet the following requirements:

- complete a program application,
- complete the Associate of Science Teaching program or meet the requirements as specified in an articulation agreement,
- submit an earned GPA of 2.75 for fall 2016, (GPA requirement likely to increase by 2017),
- submit an acceptable score in **ONE** of the following exams:
 - an ACT score of 22, or better OR
 - a SAT score of 1020, or better OR
 - present TN minimum passing scores on the ETS Praxis Core Requirements for Educators subtests in math, reading and writing;
- present three letters of recommendation from different AST faculty,
- complete TBI Fingerprinting & Criminal History Records Check; results required in SOE Admissions office prior to first enrollment in education courses.

Specific requirements for successful progression through *Program Admission, Candidacy, Clinical Practice, and Program Completion* are outlined in the Teacher Education Handbook. Competency categories for *The Learner and Learning; Content, Instructional Practice, and Professional Responsibility* are outlined in the Teacher Education Handbook.

Candidates complete the BS Elementary Education K-5 program of study by faculty confirmation of a successful capstone project and exit. Faculty completes the Candidate Program Completion form and the candidate completes an application for recommendation to the TN Department of Education for the initial teaching license in Elementary Education K-5. The SOE Dean recommends conferring of the Bachelor of Science degree to the Executive Vice President and Provost.

ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING

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

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

Categories of Academic Standing for Candidates are:

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

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

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

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

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

Warning

A BS candidate who receives a grade of less than 80% on any key assessment in the Four Progression Levels and Four Competency Categories. Deficiencies are reported to the Collaborative Intervention Committee for consideration of a needed intervention. Candidates are informed when an intervention is deemed necessary, and the intervention serves as a warning.

Warning for Deficiencies in Progression Levels (Program Admission and Candidacy)

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

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

A BS student teacher who receives a grade of less than 80% on any key assessment in weekly Clinical Practice assessments are informed by the EDU 4090 A and B course instructors of the need for an intervention, which serves as a warning.

Warning for Deficiencies in Clinical Practice

Student teachers placed on an intervention are provided a written plan that details learner outcomes to be remediated and a timeline for completion. The Curriculum Coordinator prepares the plan and works with EDU 4090 course instructors, the student teacher, the mentoring teacher and the clinical coach as needed, to assure its completion. A student teaching intervention could extend the candidate's placement and/or result in not earning 80%, the grade needed to advance to the next Placement, and/or result in failure to complete EDU 4090 A and B. Failure to successfully complete Placement I or Placement II will result in dismissal from the program.

Probation

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

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

Dismissal

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

Manual, and the South College Student Handbook.

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

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

ACADEMIC PARTICIPATION

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

CRIMINAL BACKGROUND CHECKS

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

CANDIDATE GRIEVANCE PROCESS

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

Bachelor of Science

Teacher Education Elementary K-5 Program

Interdisciplinary Studies in Development and Learning of the Child and Young Adolescent

BS Teacher Education Elementary K-5 Curriculum.....180 credits

Area I – Core Curriculum.....98 credits

Computer Literacy -	SCC 1030 Computer and Information Literacy	4
Mathematics -	MAT 1500 College Mathematics I	4
	MAT 1510 College Mathematics II	4
	MAT 2500 Statistics	4
Written Communication	ENG 1200 English Composition	4
	ENG 1210 English Composition with Research	4

Humanities	ART 1010 Art Appreciation	4
	ENG 2350 Introduction to Literature	4
	MUS 1010 Music Appreciation	4
	SPN 1010 Beginning Spanish	4
Communications	COM 1260 Effective Speaking	4
Personal Development	SCC 1010 College Management	2
	SCC 1020 Career Management	2
History	HIS 1010 American History	4
	HIS 1020 World History	4
	POL2760 American Government	4
Science	BIO 1020 Principles of Biology I	4
	BIO 1021 Principles of Biology I Lab	2
	SCI 1010 Earth & Space Science	4
	SCI 1600 Introduction to Physical Science	4
Social Science	PSY 1820 Human Growth & Development	4
	PSY 1840 Educational Psychology	4
	SOC 1860 Introduction to Sociology	4
Education	EDU 1000 Introduction to Teaching	4
	EDU 2000 Introduction to Teaching in Inclusive Classrooms	4
	EDU 2010 Introduction to Instructional Technology	4

Area II – Academic Major Curriculum.....40 credits
(Grade of C or better is required for ALL major courses)

Core Content Areas: Focused Study in Content Area	24 credits
ENG 2410 Literature for the Child & Young Adolescent	4
GEO 1010 Introduction to Geography	4
MAT 4010 Concepts/Standards for the Child and Young Adolescent	4
MAT 4020 Mathematical Thinking and Learning	4
SCI 4020 Concepts/Standards for the Child & Young Adolescent	4
HIS 4030 Concepts/Standards for the Child & Young Adolescent	4
Focused Study in Reading/Literacy:	16 credits
EDU 3060 Literacy and Language Arts	4
EDU 4060 Literacy & Reading Strategies for the Child & Young Adolescent	4
EDU 4070 Reading Diagnostics & Prescriptive	4

Intervention	
EDU 4080 Reading, Writing, and Speaking for Language Minority Learners	4
Area III – Professional Education Core.....	42 credits
(Grade of B or better is required for ALL professional education courses)	
EDU 3011 Instructional Technology for Effective Teaching	4
EDU 3021 Learning Theories, Learning Environment & Child Development	4
EDU 3031 Introduction to Curriculum, Planning Instructional Strategies & Assessment	4
EDU 3041 Assessment for Student Achievement	4
EDU 3051 Diversity & Application of Planning Instructional Strategies & Assessment	4
EDU 4041 Application & Reflection of Planning Instruction & Assessment for All Learners	4
EDU 4090 A Enhanced Student Teaching I	9
EDU 4090 B Enhanced Student Teaching II	9

Pages 75-79 – Revision to Master of Education in Teacher as Instructional Leader

**Master of Education
TEACHER AS INSTRUCTIONAL LEADER**

OVERVIEW

This graduate program is designed for those qualified individuals who wish to advance their professional teacher leadership knowledge and skills critical for developing personal instructional practice and impacting the instructional practice of other teachers. The program requires satisfactory completion of 48 total quarter credit hours and is designed to be delivered in four consecutive quarters over a period of 1 year (12 months) for full-time students. Part-time students may enroll in a minimum of one class per quarter. Admission to this program may occur in each quarter of the year.

The Teacher as Instructional Leader (TIL) curriculum focuses on building candidates' professional leadership knowledge, skills, commitments, and dispositions essential to developing personal instructional practice and the instructional practice of other teachers. The TIL program, designed for any K-12 educator, offers a curriculum that permits inquiry into the philosophy, theory, and issues of leadership to extend candidates' knowledge and skills in effective instruction and assessment. Candidates inquire, problem-solve, and make decisions relative to the success of all students.

Candidates rely on their expanding knowledge, skills, commitments, and dispositions in leadership as foundational to developing their action research project, their personal professional development plan, and their professional portfolio that are showcased as the capstone experience at the end of the practicum. Candidates' classrooms serve as the site for conducting action research and collecting work samples for their assignments and practicum. The program of study concludes with a practicum experience designed for presentation of the personal professional development plan, action research project, and professional portfolio with work samples documenting enhancement of personal instructional practice.

PROGRAM DESIGN

The program will be completed primarily via an asynchronous online format using Moodle as the learning management platform that provides flexibility to accommodate schedules of working professional educators. The curriculum permits inquiry into philosophy, theory, and issues of teacher leadership to extend candidates' knowledge and skills in effective instruction and assessment. Candidates inquire, problem-solve and make decisions in support of

all students' success. Candidates culminate their program of study with a final presentation of a personal professional development plan, an action research project and a professional portfolio. A South College online orientation introduces students to instructions for accessing South College email and Student Portal accounts, a review of candidates' roles and responsibilities in an online asynchronous format, and a discussion and review of South College learning resources and student services.

PROGRAM PURPOSE AND CANDIDATE LEARNER OUTCOMES

The purpose of the Master of Education in Teacher as Instructional Leader program is to develop the knowledge, skills, commitments, and professional dispositions of candidates to become exceptional instructional leaders who advocate inquiry for self and all members of the learning community as a tool for continuous learning; who embrace diversity and advocate tolerance; who exhibit ethical behaviors; who exemplify integrity and fairness; who can think systemically; who can work independently and collaboratively; who exercise wise communication; and, who extol the belief that all students can learn.

The Teacher as Instructional Leader curriculum has specific work products, objectives, and assessments that provide evidence to support candidates' achievement of program learner outcomes for their role as an exceptional instructional teacher leader for which they have been prepared.

Candidates completing the Teacher as Instructional Leader program accomplish the following program learner outcomes:

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

Candidates participate in multiple assessments while enrolled in coursework over four consecutive quarters and demonstrate achievement of program learner outcomes from various assessments.

APPLICATION, ADMISSION, AND PROGRAM COMPLETION REQUIREMENTS

According to state and national standards, different levels of assessment must occur throughout a program of study to inform candidates of their progress. Applicants interested in the M Ed Teacher as Instructional Leader (TIL) program are required to confer with an admissions representative and complete an application. It is expected that all applicants will present a strong level of interest for leadership and demonstrate high capability for program success by satisfying admission requirements that include the following:

- an online South College application;
- two (2) official transcripts from each regionally accredited institution of higher education attended for earned bachelor's and master's degrees;
- a letter of intent that identifies and explains your interest in the TIL program;
- two letters of recommendation from employers and/or professors who know your leadership potential;
- a minimum GPA of 3.00
- a GRE or MAT score in top 50th percentile

Applicants interested in the Master of Education Teacher as Instructional Leader program should be aware that all courses in the curriculum are required and must be completed at South College. The Master of Education program does not grant transfer credits, experiential learning, or advanced placement from another institution's program.

South College seeks to make available all online programs/courses to residents of Tennessee and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Tennessee is a member of SARA and South College is an

approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

PROFESSIONAL LICENSURE

This program is not normally an academic program that requires additional professional licensure other than the teaching license required for admission to the program. However, not all states have the same requirements. It is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether a South College program will meet the requirements for licensure in that state.

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

ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING

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

Candidate deficiencies that may impact a candidate's academic standing, which may include warning, probation, or dismissal from the program, are monitored by the SOE Chair of Graduate Programs.

Categories of Academic Standing for Candidates are:

- **Good Standing:** Status of a candidate who has met academic requirements in a satisfactory manner.
- **Warning:** Status of a candidate whose academic performance places him/her in jeopardy of falling below the minimum stated standard (80%) on any course assessment during the quarter.
- **Probation:** This status is not an option for candidates in the TIL program. Should a candidate's academic performance fall below the minimum cumulative GPA of 3.00 and/or course grade(s) are lower than a B at the end of the quarter as established by the SOE Graduate Program Chair dismissal from the TIL program results. Since the TIL program is a program, a candidate experiencing this situation would need to seek readmission to the program. A candidate is allowed only one readmission to the TIL program.
- **Dismissal:** Action whereby a candidate will be dismissed from the Master of Education in Teacher as Instructional Leader program due to failure to adhere to academic and program requirements, and/or policies or procedures as specified in the Graduate Program Handbook, South College Student Handbook, and the South College Catalog. The SOE Graduate Program Chair recommends dismissal and forwards the recommendation to the SOE Dean who after approval forwards the recommendation to the SC Executive Vice President/Provost.

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

Warning

A candidate who receives a grade of less than 80% on any course assignment during the quarter receives a warning that work has not met minimum performance of 80% and that dismissal from program is possible if the cumulative GPA falls below 3.00 or if a course grade lower than a B occurs at the end of the quarter.

Dismissal

Action whereby a candidate will be dismissed from the Master of Education in Teacher as Instructional Leader program due to failure to adhere to academic and program requirements, and/or policies or procedures as specified in the Graduate Program Handbook, South College Student Handbook, and the South College Catalog.

- A candidate fails (a grade below 80%) in any course;
- A candidate has a cumulative GPA of less than 3.00 at the end of any quarter;
- A candidate fails to meet professional standards as reflected in the Graduate Program Handbook, South College Student Handbook, South College Catalog, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by South College;
- South College reserves the right to dismiss at any time a candidate who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow candidates or whose presence is disruptive to the learning environment, or the orderly operation of the College.

GRADING

Course instructors determine the final grade in all courses. Grades are based on the requirements of each course, attendance and active participation in online activities, and a final examination. Examples of assignments are written assignments, action research, oral presentations with use of technology, reading assignments, reflective journal entries, development of personal portfolio, and professional development activities. The weight or value of assignments is found on the course syllabus.

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

Candidates must earn a course grade of B, or better, in each graduate course and must maintain a cumulative grade point average (GPA) of 3.00 to remain in the graduate program.

CANDIDATE GRIEVANCE PROCESS

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

Master of Education TEACHER AS INSTRUCTIONAL LEADER

The Master of Education in Teacher as Instructional Leader requires satisfactory completion of the following 48 quarter credit hours.

	Quarter Hours
EDU 5310 Philosophy, Theories and Issues of Education	4
EDU 5320 Methods in Developing Action Research	4
EDU 5330 Teacher as Learner	4
EDU 5341 Building Trust as a Teacher Leader	4
EDU 5351 Poverty and Student Achievement	4
EDU 5360 Student as Learner	4
EDU 5371 Establishing a Positive School Culture	4
EDU 5381 Leadership for Instructional Improvement	4
EDU 5391 Empowering Students to Learn	4
EDU 5399 Practicum	12

Page 84 – Addition of Educational Specialist in Teacher Leadership in Schools

Educational Specialist TEACHER LEADERSHIP IN SCHOOLS

OVERVIEW

The South College School of Education offers an Educational Specialist (Ed.S.) in Teacher Leadership in Schools (TLIS) degree program. This graduate program is designed for those qualified individuals who wish to advance their professional teacher leadership knowledge and skills critical for developing understanding of teacher inquiry, data coaching essentials, and professional development designed to meet school needs. The program requires satisfactory completion of 45 total quarter credit hours and is designed to be delivered in three consecutive quarters or nine months for a full-time student. Part-time students may enroll in one class per quarter. Admission to this program may occur in each quarter of the year.

The Ed.S. Program in Teacher Leadership in Schools curriculum extends candidates' knowledge, skills, dispositions and commitments to the study of effective leadership practices at the school level. Coursework develops candidates' understanding of practitioner inquiry into actual practice through the development of a research question, a review of literature, and a research proposal as a vehicle for improving student achievement. Coursework further engages candidates in the study of evidenced-based leadership practices that transform low-performing schools into effective schools and in the study of effective professional development practices aimed at raising student achievement and teacher knowledge and skill. Coursework also focuses on data coach training that includes understanding of the learning environment and how to analyze the various sources of data. This training establishes the ability to determine causes and effects from problems evidenced in the data along with the development of a monitoring plan. The third quarter program capstone requires presentations addressing the research proposal, the data coach school monitoring plan, and a professional development plan.

The Educational Specialist in Teacher Leadership in Schools program meets state and professional standards and supports local, regional, and national employment needs.

PROGRAM PURPOSE AND CANDIDATE LEARNER OUTCOMES

The purpose of the Educational Specialist Program in Teacher Leadership in Schools is to develop the knowledge, skills, commitments, and professional dispositions of candidates to become exceptional teacher leaders at the school and/or district levels who advocate inquiry for self and all members of the learning community as a tool for continuous learning; who embrace diversity and advocate tolerance; who exhibit ethical behaviors; who exemplify integrity and fairness; who can think systemically; who can work independently and collaboratively; who exercise wise communication; and, extol the belief that all students can learn.

In accordance with CAEP Standards, candidates completing the Teacher Leadership in Schools program will accomplish the following learner outcomes:

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

Ed. S. candidates participate in multiple assessments while enrolled in coursework over three consecutive quarters. Ed.S. candidates demonstrate achievement of learner outcomes from various graduate assessments in all courses.

APPLICATION, ADMISSION AND PROGRAM COMPLETION REQUIREMENTS

According to state and national standards, assessments must occur throughout a program of study to inform candidates of their progress. Ed. S. assessments begin with pre-entry admission assessment, continue throughout the program with quarterly course assessments and summative assessments, and end with quarterly monitoring of cumulative grade point averages and individual course grades.

Admission Requirements

Applicants interested in the Ed S Teacher Leadership in Schools program are required to confer with an admissions representative to discuss all program requirements. It is expected that all applicants will present a strong level of interest for teacher leadership in their school and demonstrate high capability for program success by satisfying admission requirements that include the following:

- complete an online South College application;
- provide two (2) official transcripts from each regionally accredited institution of higher education attended for earned bachelor's and master's degrees;
- provide a letter of intent that explains how the program will help achieve personal professional growth;
- provide two letters of recommendation from employers and/or professors who know your professional work ethic;
- GPA of 3.00 for an earned master's degree; and
- a GRE or MAT score in top 50th percentile.

Applicants interested in the Educational Specialist Teacher Leadership in Schools program should be aware that all courses in the curriculum are required and must be completed at South College. The Ed. S. TLIS program does not grant transfer credits, experiential learning, or advanced placement from another institution's program.

South College seeks to make available all online programs/courses to residents of Tennessee and other states, and to allow completion of required clinical or practical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Tennessee is a member of SARA and South College is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical or practical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.

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

Upon review of all required documents, the Chair of Graduate Programs and the Graduate Admissions Committee may admit the prospective individual to the Ed. S. Teacher Leadership in Schools Program with:

1. Full Admission – the candidate has met all required criteria for admission to the Ed. S. Program.
2. Provisional Admission – the candidate has not met all required criteria for admission to the Ed. S. Program but has been cleared to begin coursework for quarter one. The candidate receives from the Graduate Program Chair written confirmation of deficiencies that must be removed to advance to quarter two.

Acceptance to enroll in the Ed. S. Teacher Leadership in Schools Program is not synonymous with formal admission to the program. To be formally admitted to the Educational Specialist Program, the candidate must complete the first quarter of courses, earn a cumulative GPA of 3.00 or better with no course grade lower than a B. Formal admission typically occurs at the end of the first quarter prior to advancement to the second quarter of coursework.

Professional Licensure

This program is not normally an academic program that requires additional professional licensure other than the teaching license required for admission to the program. However, not all states have the same requirements. It is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether a South College program will meet the requirements for licensure in that state.

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

ACADEMIC STANDARDS, CANDIDATE PROGRESS, AND GRADING

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

Candidate deficiencies that may impact a candidate's academic standing, which may include warning, probation, or dismissal from the program, are monitored by the Graduate Chair.

Categories of Academic Standing for Ed. S. Candidates are:

- **Good Standing:** Status of a candidate who has met academic requirements in a satisfactory manner.
- **Warning:** Status of a candidate whose academic performance places him/her in jeopardy of falling below the minimum stated standard (80%) on any course assessment during the quarter.
- **Probation:** This status is not an option for candidates in the Ed. S. program. Should a candidate's academic performance fall below the minimum cumulative GPA of 3.00 and/or course grade(s) are lower than a B at the end of the quarter as established by the SOE Graduate Program Chair dismissal from the Ed. S. program results. A candidate experiencing this situation would need to seek readmission to the program. A candidate is allowed only one readmission to the Ed. S. program.
- **Dismissal:** Action whereby a candidate will be dismissed from the Ed. S. program due to failure to adhere to academic and program requirements and/or policies or procedures as specified in the South College Catalog, the South College Student Handbook, and the Graduate Program Handbook. The Graduate Program Chair recommends dismissal and forwards the recommendation to the SOE Dean who after approval forwards the recommendation to the SC Executive Vice-President and Provost.

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

Warning

A candidate who receives a grade of less than 80% on any course assignment during the quarter receives a warning that work has not met minimum performance of 80% and that dismissal from program is possible if the cumulative GPA falls below 3.00 or if a course grade lower than a B occurs at the end of the quarter.

Dismissal

Action whereby a candidate will be dismissed from the Educational Specialist in Teacher Leadership in Schools program due to failure to adhere to academic and program requirements and/or policies or procedures as specified in the Graduate Program Handbook, the South College Student Handbook, and/or the South College Catalog.

- A candidate fails (a grade below 80%) in any course;
- A candidate has a cumulative GPA of less than 3.00 at the end of any quarter;
- A candidate fails to meet professional standards as reflected in the Graduate Program Handbook, South College Student Handbook, South College Catalog, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by South College;
- South College reserves the right to dismiss at any time a candidate who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow candidates or whose presence is disruptive to the learning environment, or the orderly operation of the College.

GRADING

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

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

Candidates must maintain a cumulative grade point average of 3.00, or better, with no course grade lower than a B to remain in the Ed. S. graduate program.

CANDIDATE GRIEVANCE PROCESS

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

EDUCATIONAL SPECIALIST CURRICULUM

The Educational Specialist program requires successful completion of the following 45 quarter credit hours.

EDU 6311 – The Professional Learning Community (PLC) and School Leadership	5
EDU 6321 – Data Coach Training I	5
EDU 6331 – Research I: What is Research?	5
EDU 6341 – Data Coach Training II	5
EDU 6351 – Understanding Value-Added Assessments (VAMS)	5
EDU 6361 – Research II: What is a Literature Review?	5
EDU 6371 – Data Coach Training III	5
EDU 6381 – Problems in School Leadership	5
EDU 6391 – Research III: What is a Research Proposal?	5

Page 88 – Addition of Certificate program in Computed Tomography

CERTIFICATE

Computed Tomography

MISSION

The mission of the Certificate in Computed Tomography (CT) program is to provide undergraduate students with academic and clinical foundations to competently perform as entry-level CT technologists. The curriculum represents elements that are essential in educating technologists in the post-primary practice of CT. Clinical practice experience is designed to provide patient care and assessment, competent performance of CT procedures, radiation safety and total quality management.

ROLE OF THE COMPUTED TOMOGRAPHY TECHNOLOGIST

Imaging technologists who specialize in Computed Tomography (CT) operate computerized equipment to take cross-sectional images of patient anatomy. They prepare and position patients for procedures, operate CT equipment to get

correct images, and utilize radiation safety practices to minimize radiation exposure to patients. They work with physicians to evaluate the images for proper diagnosis.

COMPUTED TOMOGRAPHY TECHNOLOGIST CERTIFICATION

The program is designed to prepare graduates to sit for the American Registry of Radiologic Technologists (ARRT) and/or the Nuclear Medicine Technology Certification Board (NMTCB) post-primary Computed Tomography (CT) certification examination.

OVERVIEW OF THE COMPUTED TOMOGRAPHY PROGRAM

Qualified candidates for the program are required to have graduated from a JRCERT or regionally accredited radiography program, a JRCNMT or regionally accredited nuclear medicine program, or a JRCEDMS or regionally accredited diagnostic medical sonography program. The CT program is designed for completion by full-time students in 6 months and requires satisfactory completion of 24 credit hours. The didactic portion of the program will be completed online. The clinical component will be completed at South College affiliated facilities. The curriculum includes CT physics and instrumentation, cross-sectional anatomy, patient care and safety, imaging techniques and procedures specific to CT imaging, and quality control.

Clinical sites utilized by the program are geographically dispersed. Students may have to travel outside the local area for clinical placements. Some evening and weekend rotations may be required. Students must complete a separate application to the program and secure formal admission.

LEARNING OUTCOMES OF THE CERTIFICATE IN COMPUTED TOMOGRAPHY PROGRAM

Graduates of this program of study will:

- Competently perform CT procedures to obtain diagnostic images.
- Provide appropriate patient care to CT patients.
- Demonstrate ALARA principles to ensure radiation safety.
- Communicate professionally with patients and members of the healthcare team.
- Perform and monitor quality assurance tests.

The program will continually monitor program effectiveness through assessment and evaluation to ensure that the needs of the community are met.

ADMISSION REQUIREMENTS

General admission to South College does not guarantee admission to the Certificate in Computed Tomography (CT) program. Applicants interested in this program are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring CT as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

- Meet all South College admission requirements;
- Be a Registered Radiologic Technologist, Radiation Therapist, Nuclear Medicine Technologist, or Diagnostic Medical Sonographer (ARRT, NMTCB, ARDMS) in good standing; OR
- Be a graduate of an accredited Radiography, Radiation Therapy, Nuclear Medicine or Diagnostic Medical Sonography program and eligible to sit for the ARRT, NMTCB, or ARDMS certification examination; OR
- Hold a Tennessee State Limited X-ray License; AND
- Successfully complete program admission requirements

Applicants must provide the following:

- Completed South College application for admission and application to the Certificate of CT program.
- Official transcripts for all undergraduate work completed.
- Proof of certification or license.
- \$50 application fee (online payment or payment via telephone is available).

ADDITIONAL INFORMATION

For more information regarding certification, graduation requirements, and policies and procedures, please contact Randy Carr, Imaging Sciences Department Faculty, at rcarr@southcollegetn.edu, (865) 293-4558, or South College, 3904 Lonas Drive, Knoxville, Tennessee 37909.

Certificate COMPUTED TOMOGRAPHY

Curriculum.....		24 credits
RCT 3110	CT Instrumentation and Physics	4
RCT 3120	CT Procedures I	4
RCT 3130	CT Clinic I	6
RCT 3210	CT Procedures II	4
RCT 3230	CT Clinic II	6

Page 96 – Addition of BS Health Science w/Concentration in Computed Tomography

Bachelor of Science

HEALTH SCIENCE

Concentration Options:

Computed Tomography/Diagnostic Medical Sonography/Nuclear Medicine/Radiography

OVERVIEW OF THE BACCALAUREATE PROGRAMS

The Bachelor of Science in Health Science program with concentration options in Imaging Sciences prepare students to assume leadership roles in the field of Imaging Sciences. The ASRT recognizes the baccalaureate degree as the professional level of radiologic science education. Typically, a bachelor's degree is required for entry-level management positions at the departmental level within health care organizations or faculty positions in associate degree programs. Imaging department managers are often responsible for multi-million dollar facilities and equipment and a significant number of employees. Imaging Science educators are responsible for administering educational programs, developing operational budgets, instruction, and maintaining program integrity and accreditation. To make effective decisions, leaders in imaging need to be open to different opinions, analyze contradictory information, understand finance and information systems, and interpret data. Motivating others to implement their decisions requires strong leadership abilities. Tact, diplomacy, flexibility, and communication skills are also essential. The degree programs facilitate matriculation of diploma or associate degree imaging professionals to the bachelor's level.

MISSION

The mission of the Bachelor of Science in Health Science with Concentrations in Computed Tomography, Diagnostic Medical Sonography/Nuclear Medicine/Radiography is to prepare students to qualify for advanced positions within a health care team dedicated to the conservation of life and the maintenance of health, which includes prevention and treatment of disease by:

1. Providing a quality education, both clinical and didactic, in the health sciences to prepare health professionals for advanced positions or leadership roles in accordance with professional and accreditation guidelines;
2. Broadening a student's knowledge, cognitive skills, and generalize theoretically learning through liberal arts and science studies;
3. Promoting the health professions by addressing the significance of specific roles and associated professional issues;
4. Providing competent health practitioners with educational experience beyond an associate degree level with in-depth concentrated learning experiences;
5. Expanding and enhancing job mobility and promotion for health professionals; and
6. Providing the health care community with a professional competent and appropriate workforce.

ADMISSION REQUIREMENTS

Applicants interested in any concentration area of the Bachelor of Science in Health Science program with concentration in Imaging Sciences areas are required to visit the college and meet individually with an admissions representative and program faculty to ascertain if their goals can be met by the college. Prospective students declaring one of these program options as their major must be generally admitted to South College and meet the following requirements in order to be considered for full admission to the program:

1. Have an earned college GPA of 2.5 or better on a 4.0 scale (developmental studies grades/quality points excluded);
2. Meet all admission requirements indicated for the rotation associated with chosen track (sonography/radiography/nuclear medicine/computed tomography) and obtain admission.

LEARNING OUTCOMES OF THE BACHELOR DEGREE PROGRAMS

- The students will demonstrate clinical competence in their selected modality.
- Students will present an oral presentation in an appropriate and professional manner.
- Students will demonstrate proper written communication skills
- Students will demonstrate various research techniques, resources, sampling, and statistical procedures.
- Students will acquire the skills to prepare a manuscript.

The programs will provide students with opportunities to obtain clinical exam competencies necessary to sit for post-primary certifications and become entry-level technologists in the modality selected by the student.

**BACHELOR OF SCIENCE IN HEALTH SCIENCE WITH CONCENTRATION IN
COMPUTED TOMOGRAPHY (CT)**

Health Science w/Concentration in CT Curriculum.....194 credits
Area I – General Education m.....62 credits

Computer Literacy	SCC 1030	Computer and Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
	MAT 2500	Statistics	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Humanities	Approved Humanities Electives		8
Communications	COM 1260	Effective Speaking	4
Social Science	PSY 1810	General Psychology	4
	SOC 1860	Introduction to Sociology	4
	Approved Social Science Elective		4
Science	BIO 1110	Anatomy & Physiology I	4
	BIO 1120	Anatomy & Physiology I Lab	2
	BIO 1130	Anatomy & Physiology II	4
	BIO 1140	Anatomy & Physiology II Lab	2
	CHM 1010	General Chemistry	4

Area II – Major Curriculum

Core Health Science.....24 credits

HSC 3110	Introduction to Healthcare Administration	4
HSC 3210	Healthcare Law & Ethics	4
HSC 3310	Cross-Sectional Anatomy	4
HSC 4110	Health Science Research	4
HSC 4310	Health Science Leadership	4
RAD 3110	Computerized Digital Imaging	4

Imaging Science.....108 credits

RAD 1110	Fundamentals of Healthcare	4
RAD 1120	Patient Care & Assessment	4
RAD 1230	Clinical Education I	4
RAD 1240	Radiographic Procedures I	4
RAD 1250	Radiographic Procedures I Lab	1
RAD 1320	Image Production & Evaluation I	4
RAD 1330	Clinical Education II	4
RAD 1340	Radiographic Procedures II	4
RAD 1350	Radiographic Procedures II Lab	1
RAD 1430	Clinical Education III	7
RAD 1440	Image Production & Evaluation II	4
RAD 1450	Radiation Physics	4
RAD 2510	Pharmacology & Special Procedures	4
RAD 2520	Radiographic Protection & Radiobiology	4
RAD 2530	Clinical Education IV	5
RAD 2610	Imaging & Quality Assessment	4
RAD 2620	Radiographic Pathology	4
RAD 2630	Clinical Education V	5
RAD 2720	Seminar	4
RAD 2730	Clinical Education VI	5
RAD 4210	Advanced Patient Care	4

CONCENTRATION

RCT 3110	CT Instrumentation and Physics	4
RCT 3120	CT Procedures I	4
RCT 3130	CT Clinic I	6
RCT 3210	CT Procedures II	4
RCT 3230	CT Clinic II	6

Page 101 – Addition of information relating to the AS Investigation and Security and CERT Investigation and Security.

Associate of Science

INVESTIGATION AND SECURITY

MISSION

The Associate of Science in Investigation and Security program is designed to allow students to focus their criminal justice studies in the areas of private security and loss prevention. The program is appropriate for students who desire to work in careers in private security, process server, bond enforcement, school security, asset protection, retail loss prevention and investigations. Students will master the skills, techniques and technologies utilized in contemporary

private sector organizations to provide physical security, prevent loss or damage to physical assets, prevent or detect cybercrime and conduct lawful investigations. The curricula include coursework on the legal and practical aspects of conducting lawful investigations, the logistics, technologies and real world aspects of conducting surveillance and gathering physical and digital evidence. Students will also learn the theory and practice of providing security for fixed material assets.

Students who earn the Associate of Science in Investigation and Security are able to continue on to earn their Bachelor of Science in Criminal Justice by successfully completing an additional fifteen (15) courses if they desire.

PROGRAM DESIGN

This program is designed to be completed in an online/blended format to provide flexibility and to accommodate the schedules of working professionals. Coursework will be offered using interactive instructional software with an emphasis on collaboration and critical thinking. The curriculum is designed for completion by full-time students in 8 quarters (24 months). A part-time option is available.

**Associate of Science
INVESTIGATION AND SECURITY**

Curriculum			92 Credit Hours
Core Curriculum.....			48 Credit Hours
Business	BUS 1360	Introduction to Business	4
	OTS 2090	Introduction to Word Processing	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Oral Communication	COM 1260	Effective Speaking	4
Humanities		Approved Humanities Elective	4
Social Science		Approved Social Science Elective	4
Science		Approved Science Elective	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
	SCC 2120	Professional Development	2
	SCC 2150	Interpersonal Communication	2
Major Curriculum.....			44 Credit Hours
	CMJ 1210	Introduction to Investigation and Security	4
	CMJ 1350	Court Procedure/Evidence I	4
	CMJ 2110	Court Procedure/Evidence II	4
	CMJ 2241	Investigative Techniques	4

CMJ 2361	Criminal Investigations	4
CMJ 2380	Surveillance and Investigative Techniques	4
CMJ 2410	White Collar Investigation	4
CMJ 2510	Criminal Causation & Deviant Behavior	4
CST 2650	Computer Forensics	4
CST 2670	Computer Security Policies & Procedures	4
LGS 1030	Criminal Law	4

Certificate

INVESTIGATION AND SECURITY

MISSION

The Certificate in Investigation and Security program is designed to allow students to focus their criminal justice studies in the areas of private security and loss prevention. The program is appropriate for students who desire to work in careers in private security, process server, bond enforcement, school security, asset protection, retail loss prevention and investigations. Students will master the skills, techniques and technologies utilized in contemporary private sector organizations to provide physical security, prevent loss or damage to physical assets, prevent or detect cybercrime and conduct lawful investigations. The curricula include coursework on the legal and practical aspects of conducting lawful investigations, the logistics, technologies and real world aspects of conducting surveillance and gathering physical and digital evidence. Students will also learn the theory and practice of providing security for fixed material assets.

PROGRAM DESIGN

This program is designed to be completed in an online/blended format to provide flexibility and to accommodate the schedules of working professionals. Coursework will be offered using interactive instructional software with an emphasis on collaboration and critical thinking. The curriculum is designed for completion by full-time students in 4 quarters (12 months). A part-time option is available.

Certificate

INVESTIGATION AND SECURITY

Curriculum	52 Credit Hours
BUS 1360	Introduction to Business 4
CMJ 1210	Introduction to Investigation and Security 4
CMJ 1350	Court Procedure/Evidence I 4
CMJ 2110	Court Procedure/Evidence II 4
CMJ 2241	Investigative Techniques 4
CMJ 2361	Criminal Investigations 4
CMJ 2380	Surveillance and Investigative Techniques 4
CMJ 2410	White Collar Investigation 4
CMJ 2510	Criminal Causation & Deviant Behavior 4
CST 2650	Computer Forensics 4
CST 2670	Computer Security Policies & Procedures 4
LGS 1030	Criminal Law 4
SCC 1030	Computer & Information Literacy 4

Page 104 – Revision to add information relating to the Master of Science in Criminal Justice w/Concentration in Public Administration, Certificate in Criminal Justice (Graduate), and Certificate in Public Administration for Criminal Justice Professionals (Graduate).

**School of Legal Studies
Graduate Programs**

**Master of Science
CRIMINAL JUSTICE**

MISSION

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

LEARNING OUTCOMES

Graduates completing the program will accomplish the following outcomes:

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

PROGRAM DESIGN

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

The program requires successful completion of 48 quarter credit hours and is designed to be delivered on a full-time or part-time basis. A full-time student will attempt 3 courses per quarter for 4 consecutive quarters over a period of 1 year (12 months). A part-time student will attempt 2 courses per quarter for 6 consecutive quarters over a period of 1.5 years (18 months). For each quarter credit hour assigned to a course, students should expect 10 hours of classroom or direct faculty instruction, which may occur face-to-face or in an electronic environment, and a minimum of 20 hours of out-of-class student work. Classroom or direct faculty instruction may include, but is not limited to, lectures, discussions, forums, chat sessions, blogs, presentations, projects, group interaction, and other activities. Out-of-class work may include, but is not limited to, study and reflection, completion of assignments, reading and review of assigned materials, completion of necessary research, group meetings for study or project completion, and completion of tutorials or simulations.

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

Certificate (Graduate) CRIMINAL JUSTICE

MISSION

The curriculum of the Graduate Certificate in Criminal Justice provides a balance of theoretical and practical coursework that further develops the critical thinking and analytical skills needed in today's competitive and evolving criminal justice workforce. Students will be challenged through coursework and collaborative interaction with faculty and fellow students to identify, develop, and enhance their understanding in traditional and cutting edge criminal justice graduate courses. Students will be able to tailor their learning to their long-term objectives and interests with electives dealing with law enforcement, victimology, corrections, public administration, and computer forensics. This allows students to enhance their understanding and to strengthen their skills in areas unique to their desired criminal justice focus, which increases the value of their degree and the impact of their learning in their position within the criminal justice arena.

PROGRAM DESIGN

The program is designed to be a fast-paced, focused, and affordable option for criminal justice practitioners who may not be ready to commit to a full-length graduate program or may wish to pursue additional work in the area of criminal justice. In order to provide flexibility and to accommodate the schedules of working professionals, the coursework will be completed in a largely asynchronous online format using a learning management system. Course materials and assignments will emphasize collaboration, critical thinking, and student accountability. The program is designed for online completion for full-time students in two quarters (6 months), though students may pursue courses on a part-time basis. Each of the six (6) courses required for this program are consistent with those already required and offered in the Master of Science in Criminal Justice program. As such, students who decided to continue on to earn their master's degree would need to complete the remaining six (6) courses in the program only.

Master of Science CRIMINAL JUSTICE w/Concentration in Public Administration

MISSION

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

PROGRAM DESIGN

The Master of Science in Criminal Justice w/Concentration in Public Administration is designed for online completion for full-time students in four quarters (12 months), though students may pursue courses on a part-time basis.

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

Certificate (Graduate) Public Administration for CMJ Professionals

MISSION

The Graduate Certificate in Public Administration for Criminal Justice Professional is designed to provide criminal justice practitioners with the knowledge and skills necessary for the effective and efficient administration and management of public sector organizations and agencies with a public safety, homeland security, or social service focus. Students will be able to strengthen their understanding and skills to prepare them for leadership positions with an emphasis on budgeting, grant writing, strategic planning, and assessment.

The program is designed to be a fast-paced, focused and affordable option for criminal justice practitioners who may not be ready to commit to a full-length graduate program or may wish to pursue additional work in the area of public administration. It is in an online format to provide flexibility and to accommodate the schedules of working professionals. Coursework will be offered using interactive instructional software with an emphasis on collaboration and critical thinking.

PROGRAM DESIGN

The Graduate Certificate in Public Administration for Criminal Justice Professionals is designed for online completion for full-time students in two (2) quarters, though students may pursue courses on a part-time basis. Each of the six (6) courses required for the certificate program are consistent with those already required and offered in the Master of Science in Criminal Justice w/Concentration in Public Administration program. As such, students who decided to continue on to earn their master's degree would need to complete the remaining six (6) courses in the program only.

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

ADMISSION (All Graduate Level Programs)

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

- Evidence of successful completion of a bachelor's degree from an accredited institution of higher education
- Evidence of a cumulative 2.5 undergraduate grade point average
- Submission of the Personal Statement

For applicants who are unable to meet the aforementioned requirements of admission, conditional admission is an option. Students who are admitted conditionally may take graduate Criminal Justice courses and, if they attain a GPA of 3.0 or higher in their first three (3) graduate Criminal Justice courses, be admitted to the program. Any courses successfully completed by a conditionally admitted student satisfy the course requirements for graduation, as if the student was initially admitted in good standing. The faculty of the School of Legal Studies reserves the right to evaluate each application for conditional admission on a case-by-case basis. The Admissions Committee takes many factors into consideration, including but not limited to:

- Grade point average in the courses constituting the core of the applicant's undergraduate major;
- Amount of time that has transpired between the applicant's undergraduate degree completion and application to South College;
- Applicant's work experience and accomplishments in their profession;
- Grade point average in graduate work at other accredited academic institutions.

ADVANCED PLACEMENT AND TRANSFER OF CREDIT

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

ACADEMIC STANDARDS, STUDENT PROGRESS, AND GRADING

Upon entering a graduate level program, students are required to confer with the Dean of the School of Legal Studies to map out their course curriculum and requirements for degree completion. Students are also required to meet each quarter with the Graduate Program Coordinator for an academic progress review and registration approval for the next quarter. If a student voluntarily withdraws from the program, a formal application for reentry is required, and program requirements in effect at that time must be met. The student will be required to meet with the Dean of the School of Legal Studies for approval to reenter the program. Students will only be allowed to be readmitted to a graduate level program once.

The Dean of the School of Legal Studies will review each student's scholastic achievement record at the end of each quarter. The academic standards that must be met by each student are outlined in the Academic Participation section. If a student fails to meet academic standards, the Dean will meet with the student in question. Depending on the nature of the academic deficiency, the Dean will determine the status of the student's academic standing, which may include warning, probation, or dismissal from the program. The Categories of Academic Standing are:

Good Standing: Status of a student who has met course requirements in a satisfactory manner, and has demonstrated good professional behavior.

Warning: Status of a student whose performance in an academic course places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited questionable professional behavior.

Probation: Status of a student whose performance in the program has fallen below the minimum stated standards, or who has exhibited unacceptable professional behavior.

Dismissal: Action whereby a student will be dismissed from the Master of Science in Criminal Justice program due to failure to adhere to academic standards. Dismissal will occur after review of the student's academic or professional deficiency by the Dean of the School of Legal Studies and following approval by the South College Executive Vice President/Provost.

Professional Behavior: For the purposes of this policy, *unacceptable professional behavior* shall be defined as inappropriate interpersonal communications (either written or verbal) directed towards South College faculty, staff, or fellow students, or actions and demeanor deemed inappropriate by the Dean of the School of Legal Studies.

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

Warning

A student who receives a grade of less than 70% on any key course assessments will receive a warning from the Criminal Justice Graduate Program Coordinator or the Dean of the School of Legal Studies.

Warning for Key Course Assessments.

Students placed on an intervention are provided a written plan that details learner outcomes to be remediated and a timeline for completion. The Master of Science Graduate Program Coordinator will prepare the plan and work with the student to ensure its completion. Successful completion of the intervention plan is required before approval is granted for enrollment in coursework the following quarter. Failure to complete the intervention plan may result in the receiving an unsatisfactory final grade.

Probation

A student will be placed on probation if his/her cumulative GPA falls below a 2.33 on a 4.00 scale.

Students with a cumulative GPA below 2.33.

A student with a cumulative GPA below 2.33 at the end of any quarter will receive notification from the Dean of the School of Legal Studies that he/she is on Probation. If the student fails to raise his/her cumulative GPA to a 2.33 at the end of the next quarter, he/she will be dismissed from the Master of

Science in Criminal Justice Program. If the student raises his/her cumulative GPA to a 2.33 or higher at the end of the next quarter, he/she will be removed from Probation. If a student's cumulative GPA falls below a 2.33 a second time, he/she will be dismissed from the Master of Science in Criminal Justice program.

Dismissal

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

1. A student fails (a grade below 70%) any course;
2. A student has a cumulative GPA of less than 2.33 at the end of any quarter and then fails to raise his/her cumulative GPA to a 2.33 or higher at the end of the next quarter;
3. A student's cumulative GPA falls below 2.33 for a second time;
4. A student's professional conduct violates the performance standards set forth in the South College Academic Honor Code, the South College Standards of Student Conduct, or for unprofessional behavior or criminal activity;

South College reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow students or whose presence is disruptive to the learning environment, or the orderly operation of the College.

GRADING

Course instructors determine the final grade in all courses. Grades are based on the requirements of each course and the performance of each student on these requirements that include course participation, completion of assignments, and a final examination or final research project. Examples of assignments include written assignments, research projects or papers, presentations with use of technology, reading assignments, and professional development activities. The weight or value of assignments is found on the course syllabus.

Letter Grade	Q.P.	Percentage Score Range
A	4.00	90-100%
B	3.00	80-89%
C	2.00	70-79%
F	0.00	0-69%

Students must maintain a cumulative grade point average (G.P.A.) of 2.33 to remain in the graduate program.

ACADEMIC PARTICIPATION

Students are expected to log in and participate in weekly online class sessions each quarter. Online participation includes, but is not limited to, logging into Moodle course sites each week, completing online assignments, completing quizzes, and participating in discussion boards or online chats. For each quarter credit hour assigned to a course, students should expect 10 hours of direct faculty contact and 20 hours of out of class work.

COURSE SYLLABI AND OBJECTIVES

For every course, students will be provided with a complete syllabus, which includes specific, measurable, course goals and learning objectives, outlining the intended scope of the course. Course descriptions and course schedules will also be included. Students are expected to learn all information identified in the course goals and learning objectives, and should expect to be tested on such material. Each instructor, in concert with the Dean of the School of Legal Studies, reserves the right to alter the syllabus as time, teaching material, or the necessity of a sequenced, integrated Criminal Justice curriculum dictate. Any altered materials will be made available to the student. If there are questions regarding course goals, course objectives, learning objectives, or expected course outcomes, the student is expected to direct his/her questions first to the Course Instructor, then to the Dean of the School of Legal Studies.

ADDITIONAL REQUIREMENTS

South College provides computer and Internet access to staff, faculty, and students while on-campus. Online students are required to secure their own access in their personal environments. Each student should bring his/her laptop to the on-campus orientation at the beginning of the program and to the end of the program sessions. Developing computer skills is critical to the success of students in the program and in practice. Though not a requirement for admission, students are expected to possess computer skills prior to matriculation. Please see the South College website for information regarding minimum computer requirements. Students are required to purchase a student version of SPSS (computer program used for statistical analysis) at the beginning of the program at a cost of approximately \$100.

**Master of Science
CRIMINAL JUSTICE**

Curriculum.....	48 credits
CMJ 5100 Foundations in Criminal Justice	4
CMJ 5110 Research Design for Criminal Justice	4
CMJ 5120 Police and Society	4
CMJ 5200 Quantitative Methods for Criminal Justice	4
CMJ 5210 Theoretical Perspectives on Crime	4
CMJ 5220 Criminal Justice Management	4
CMJ 5300 Investigative Intelligence and Crime Analysis	4
CMJ Elective	4
CMJ Elective	4
CMJ Elective	4
CMJ 5310 Policy Analysis for Criminal Justice	
CMJ 5320 Ethics for Criminal Justice Professionals	
CMJ 5330 Contemporary Issues for Corrections	
CMJ 5400 Legal Aspects of Criminal Justice Management	
CMJ 5510 Terrorism	
CMJ 5520 Victimology	
CMJ 5600 Special Topics & Current Issues in CMJ	4
CMJ 5900 Criminal Justice Capstone	4

**Graduate Certificate
CRIMINAL JUSTICE**

Curriculum	24 credits
CMJ 5100 Foundations in Criminal Justice	4
CMJ 5110 Research Design for Criminal Justice	4
CMJ 5200 Quantitative Methods for Criminal Justice	4
CMJ 5210 Theoretical Perspectives on Crime	4
Approved Criminal Justice Elective	8
CMJ 5120 Police and Society	
CMJ 5220 Criminal Justice Management	
CMJ 5300 Investigative Intelligence and Crime Analysis	
CMJ 5310 Policy Analysis for Criminal Justice	
CMJ 5320 Ethics for Criminal Justice Professionals	
CMJ 5330 Contemporary Issues in Corrections	

CMJ 5400 Legal Aspects of Criminal Justice Management
 CMJ 5510 Terrorism
 CMJ 5520 Victimology
 CMJ 5600 Special Topics and Current Issues in Criminal Justice

**Master of Science
 CRIMINAL JUSTICE
 w/CONCENTRATION IN PUBLIC ADMINISTRATION**

Curriculum		48 credits
CMJ 5100	Foundations in Criminal Justice	4
CMJ 5110	Research Design for Criminal Justice	4
CMJ 5200	Quantitative Methods for Criminal Justice	4
CMJ 5210	Theoretical Perspectives on Crime	4
CMJ 5220	Criminal Justice Management	4
CMJ 5310	Policy Analysis for Criminal Justice	4
CMJ 5400	Legal Aspects of Criminal Justice Management	4
CMJ 5130	Public Sector Budgeting & Grant Writing	4
CMJ 5140	Strategic Planning & Assessment	4
CMJ 5550	Advanced Network Security Principles	4
CMJ 5600	Special Topics and Current Issues in CMJ	4
CMJ 5900	Criminal Justice Capstone	4

**Graduate Certificate
 PUBLIC ADMINISTRATION FOR CRIMINAL JUSTICE PROFESSIONALS**

Curriculum		24 credits
CMJ 5220	Criminal Justice Management	4
CMJ 5310	Policy Analysis for Criminal Justice	4
CMJ 5400	Legal Aspects of Criminal Justice Management	4
CMJ 5130	Public Sector Budgeting & Grant Writing	4
CMJ 5140	Strategic Planning and Assessment	4
CMJ 5550	Advanced Network Security Principles	4

Page 136 – Revision to Doctor of Pharmacy Tuition and Fees Effective June 2016

Tuition and Fees Effective June 2016: Estimated Program Costs

Tuition (\$11,500 per quarter X 12 quarters)	=	\$138,000
Technology Fee (12 quarters)	=	\$1,500
Textbooks	=	\$2,500
Equipment	=	\$100
Background Check and Drug Screens	=	\$200
Immunizations/Labs	=	\$250
Graduation Fee	=	\$300
Pre-NAPLEX	=	\$75
Apparel	=	\$100

- a These are estimated costs for the entire program. Tuition, fees, and all other costs are subject to change. Tuition for in-state and out-of-state residents is the same.
- b Students are required to have their own health insurance prior to entering the program; many plans offer this service. Costs will vary according to plan.
- c Students are required to have their own transportation both to and from clinical locations.
- d Students are expected to have a laptop or ipad that meets South College specifications.

Page 117 – Revision to Nursing Program Overview

Consistent with South College’s mission and goals, the Bachelor of Science in Nursing (BSN) program builds on a foundation of liberal arts education, establishing the knowledge base and clinical expertise for the generalist in nursing practice. The faculty supports the commitment to lifelong learning in a dynamic, culturally and ethnically diverse health care environment, promoting client advocacy, achieving and maintaining clinical competency, and providing service for the community and profession. The major curriculum is based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing, 2008).

Page 123 – Revision to Nursing (Traditional Option) Curriculum

Delete Approved Philosophy Elective (4 hours).
 Revise Humanities Elective (4 hours) to Humanities Electives (8 hours)

Pages 125-126 – Revision of Requirements for Clinical Experience

Delete this section and replace with the following:

The curriculum for the online RN to BSN program includes planned clinical practice experiences that enable students to integrate new knowledge and demonstrate attainment of program outcomes and are supervised and evaluated by faculty. With online delivery mode, competency-based and project-based curriculum design is used for clinical component of NSG 4010 Nursing Management and Leadership and NSG 4100 Health Promotion in the Community courses. The design, implementation, and evaluation of clinical practice experiences are aligned to student and program outcomes. Please refer to course descriptions of these two courses for details. Students are responsible for costs associated with these Laboratory and Clinical Experience.

Page 128 – Revision to Bachelor of Science in Nursing (RN to BSN Option) Curriculum

Delete the curriculum listed and replace with the following:

South College Bachelor of Science in Nursing (BSN)
RN to BSN Option

Nursing Curriculum -----	180 credits*
Area I – Core Curriculum -----	95 credits
Computer Literacy	4
Mathematics	8
Anatomy & Physiology	12
English Composition	8
Humanities	8
Communications	4
Social Science	16
Elective	35
Area II—Major Curriculum-----	85 credits
Proficiency Credits validated by RN Licensure-----	45 credits**

Nursing Courses----- 40 credits

Quarter 1	NSG 3500	Bridge to Professional Practice	40-0-0-4
	NSG 3510	Physical Assessment	30-20-0-4
Quarter 2	NSG 3520	Pharmacology for Professional Nursing Practice	40-0-0-4
	NSG 3620	Healthcare Informatics	40-0-0-4
Quarter 3	NSG 3352	Nursing Research	40-0-0-4
	NSG 4000	Interprofessional Collaborative Nursing Practice	40-0-0-4
	NSG 4010	Nursing Management and Leadership	30-0-30-4
Quarter 4	NSG 4452	Policy and Politics in Nursing	30-0-0-3
	NSG 4100	Health Promotion in the Community	40-0-60-6
	NSG 4110	Transition to Professional Practice	30-0-0-3

*A minimum of 40% of all requirements for the program must be completed at South College, including proficiency credit hours.

**The 45 proficiency credit hours for knowledge validated by RN licensure will be held in escrow until the quarter prior to graduation.

Page 141-142 – Revision to Doctor of Physical Therapy Program Goals/Outcomes

Replace this section with the following:

PROGRAM GOALS/OUTCOMES

The South College School of Physical Therapy will deliver an accredited DPT program that embraces the core values of the profession. The program has the following goals:

Program Goals

Goal 1: Demonstrate a commitment to service and leadership in the institution, the community, and the profession.

Goal 2: Enroll a student body that results in graduates who support the demand for physical therapists and rehabilitation services at the local, regional, and national levels.

Goal 3: Efficiently develop competent career-focused physical therapists through innovative academic and clinical learning experiences.

Faculty Goals

In order to deliver instruction that prepares students to meet the mission of the DPT program, the DPT faculty goals are to:

Goal 1: Role model servant leadership and professional responsibility to the institution, the community, and professional organizations.

Goal 2: Integrate innovative teaching strategies and technologies that support the program's mission, enhance student learning, and optimize outcomes.

Goal 3: The Collective faculty demonstrate commitment to excellence in teaching, scholarship and clinical practice.

Student/Graduate Goals

Goal 1: Demonstrate a commitment to evidence-based practice and professional growth through lifelong learning, critical inquiry, and mindful practice.

Goal 2: Function in a professional, caring, ethical, and culturally competent manner, with a demonstrated advocacy towards the patient, community, and profession.

Pages 143-144 – Revision to Doctor of Physical Therapy Program Admission and Prerequisites

Revise statement under Admission Requirements from Grades below “C” in prerequisite courses will not be accepted to:

- Grades below “C-” in prerequisite courses will not be accepted.

Revise statement under Admission Prerequisites from Biology with laboratory recommended (12 quarter hours/8 semester hours) to:

- Biology with laboratory recommended (8 quarter hours/6 semester hours);

Page 146 – Revision to Doctor of Physical Therapy Tuition and Fees Effective June 2016

Revise information in this section to the below:

ESTIMATED PROGRAM COSTS (Effective June 2016) a

Tuition (\$8,950 per quarter X 8 quarters)	= \$71,600
Technology Fee (\$125 per quarter X 8 quarters)	= \$ 1,000
Textbooks, Clinical Apps, Licensure Prep Materials	= \$ 2,500 b
Physical Therapy Professional Equipment	= \$ 180 c
APTA Student Membership (\$80 per year) X 2 years	= \$ 160
State Chapter Student Membership (\$0-\$10 per year) X 2 years	= \$ 20 d
Application Fee	= \$ 60
Graduation Fee	= \$ 200
Subtotal Estimated Costs	= \$75,720

Housing Costs for Onsite Lab Intensives (\$50 X 90 training days) = \$ 4,500 e,f

Total Estimated Costs for DPT Program = \$80,220

Notes:

^a These are estimated costs for the entire program. Tuition, fees, and costs are subject to change. Tuition for in-state and out-of state residents is the same.

^b Estimated costs for textbooks and iPad clinical applications are based on current course requirements. Costs include ptVersity licensure prep course and Advanced Cardiac Life Support (ACLS) course fees.

^c Physical therapy equipment costs include a student kit consisting of common clinical exam instruments, gait belt, and exercise mat. A portable treatment table is highly recommended for personal practice.

^d Rates vary depending on state of residence (generally range from \$0 – \$10 per year).

^e Estimated lodging costs apply to students commuting to Knoxville for onsite Lab Intensives. This estimate includes Orientation, 6 Lab Intensives, and Graduation Week activities for a total of 86 required training days. An additional 4 days are included should the student be required to remain after a Lab Intensive session for remedial training and retesting.

^f Students are required to make their own lodging arrangements for Lab Intensive sessions. Knoxville provides many lodging options for students. Block room pricing is available (with shuttle service) at an area hotel for \$84/night single or double occupancy. Several extended stay hotels are available for as low as \$45/night single or double occupancy. Additionally, many students rent vacation homes with 6-7 other classmates for as low as \$20/night per student. The majority of students pay less than \$50/night for lodging.

NOTE: Lodging costs do not include clinical education experiences.

Payment of Tuition and Fees

All charges are due and payable on or before the registration date for each quarter. Circumstances that prevent a student from adhering to these dates should be discussed with the Business Office. Students attending South College under a grant or loan should confer with the Financial Aid Department concerning the payment of fees. Students attending the college under the G.I. Bill should discuss payment of school fees with the Director of Financial Aid. Tuition and fees are subject to change at the end of any quarter. Failure to make proper payments, unless otherwise cleared with the Business Office, will result in dismissal from the college.

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

Page 147 - Revision to Doctor of Physical Therapy Grading System

Replace the grading system for the Doctor of Physical Therapy program to the following:

Grade	Quality Points	Range
A	4.00	90.00 – 100
B	3.00	83.00 – 89.99
C	2.00	75.00 – 82.99
F	0.00	74.99 and below

Pages 150-151 Revision to Doctor of Physical Therapy Curriculum

Quarter Two – Remove DPT 6450 Advanced Movement Analysis and replace with the following:

DPT 6251	Therapeutic Interventions	4
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Quarter Four – Remove DPT 6430 Acute Care 7 Cardiopulmonary Practice and DPT 6440 Modern Patient Movement and replace with the following:

DPT 6431	Acute Care & Cardiopulmonary Practice	4
DPT 6441	Mindful Patient Management	2

Quarter Eight – Remove DPT 6830 Capstone Presentation & Examination and replace with the following:

DPT 6831	Capstone Presentation & Examination	2
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Addition – AS Pharmacy Technician and CERT Pharmacy Technician

Associate of Science

PHARMACY TECHNICIAN

Certificate

PHARMACY TECHNICIAN

MISSION

In support of the South College mission statement, the mission of the pharmacy technician program is to provide an innovative, career-focused education that develops pharmacy technicians who are highly knowledgeable and skilled, prepared for national certification, and who provide meaningful support to the operation of a pharmacy practice.

PROGRAM DESCRIPTION

The Associate of Science program in Pharmacy Technician at South College is designed for completion in 6 quarters (18 months). The program is committed to providing an innovative and career-focused academic experience that produces graduates that are highly knowledgeable and technically prepared to serve as pharmacy technicians. Students will complete the program in a full-time status using a blended learning format. Online didactic education, onsite lab intensive training sessions, and clinical internship experiences are combined into a robust curriculum. Four quarters of the curriculum are the same as that required in the certificate Pharmacy Technician program. The additional two quarters are required for students desiring to earn a degree.

The Certificate program in Pharmacy Technician at South College is designed for completion in 4 quarters (1 year). The program is committed to providing an innovative and career-focused academic experience that produces graduates that are highly knowledgeable and technically prepared to serve as pharmacy technicians. Students will complete the program in a full-time status using a blended learning format. Online didactic education, onsite lab intensive training sessions, and clinical internship experiences are combined into a robust one-year curriculum.

Clinical internship sites utilized by the program are geographically disbursed. Students may have to travel outside the local area for placements. Some evening and weekend hours may be required.

ADMISSIONS REQUIREMENTS

Applicants for this program must meet the South College General Admission requirements as detailed in the South College Catalog.

An approved Criminal Background Check (CBC) is required of all accepted students prior to matriculation.

An approved Drug Test is required of all accepted students prior to matriculation.

Applicants who accept a position in the program must declare the ability to fulfill the Technical Standards for Admission. Applicants must demonstrate good physical and mental health consistent with the demands of the educational program.

FUNCTION	REQUIREMENT
Vision	Normal/corrected vision within normal range. Adequate to ensure efficiency and accuracy in performing duties.
Hearing	Normal/corrected hearing within normal range. Adequate and effective communication with others in close proximity (15 feet) and remote areas (30 feet).
Gross motor strength and coordination	Adequate to allow effective mobility of self, lift/carry a minimum of 25 pounds from the ground to waist level and extend that weight out from the body at a minimum of 12 inches, 50 pounds with assistance. Ability to tolerate intermittent sitting, standing, stooping and walking with full range of motion for a minimum of 8 hours.
Fine motor strength and coordination	Adequate to allow use of pharmacy equipment maintaining a safe environment. Good manual and finger dexterity.
Critical thinking ability	Adequate to allow mastery of course content and demonstrate sound judgment in simulated and clinical situations; adaptability to cope with constant environmental/ patient changes.
Inter-personal skills	Adequate to facilitate effective working relationships with peers, instructors, patients, families, and other healthcare providers (emotional stability and maturity). Able to deliver information and care across age spectrum with cultural and ethnic sensitivity.

Communication	Adequate to allow coursework completion and effective communication both in person and by telephone with patients, their families, peers, and healthcare professionals in English.
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Students who are accepted into the program must meet the following requirements by the end of first quarter:

Copies of documentation of immunizations for:

- Measles, mumps and rubella - vaccinations or proof of positive titer
- Diphtheria/Tetanus (DT)—must be within the last 9 years
- Hepatitis B series or proof of a positive titer.
- Varicella—vaccination or proof of positive titer
- Current tuberculin skin test (or alternative documentation). Test results must remain current for the duration of the program. TB tests must be done yearly. A two-step TB test may be required for specific sites.
- Current flu shot

ADMITTANCE DECISIONS

The number of applicants admitted to each cohort is based on space availability and number of clinical internship rotations secured.

ACADEMIC PROGRESSION AND RETENTION IN THE PHARMACY TECHNICIAN PROGRAM

Students admitted into the program are required to earn a grade of C in all major courses. Students earning less than a C in any major course will not be allowed to continue in the current rotation of courses, must reapply for admission to the program in a later rotation, and must repeat the course(s) earning a grade of C or higher. No guarantee of readmission is made.

LEARNING OUTCOMES

Graduates of this program will:

1. Demonstrate fundamental knowledge of medical terminology.
2. Demonstrate the ability to accurately enter a new prescription, including interpretation of included information and request of any missing information.
3. Demonstrate knowledge of brand and generic drug names to include appearance, manufacturer, dosage forms(s), and route of administration.
4. Demonstrate the ability to process a medication order accurately and efficiently to include interpretation, drug product selection, computer warnings, packaging and labeling, filling a prescription in an outpatient setting, and preparing IV medication using aseptic technique.
5. Complete accurate and timely mathematical computations of ingredient amounts, doses, infusion rates, or any relevant calculation encountered in an Outpatient and Inpatient setting.
6. Demonstrate knowledge of third party insurance and perform necessary functions for reimbursement.
7. Demonstrate knowledge of durable medical equipment in order to adequately communicate with patients about them.
8. Demonstrate knowledge of pharmacy law and apply to the prescription filling process.
9. Demonstrate appropriate communication skills and professional attitude during interactions with patients, coworkers, and other health care professionals.

PROGRAM TERMINATION

Students accepted into any Pharmacy Technician rotation are expected to demonstrate professional behavior and demeanor. Professional behavior encompasses a broad range of expectations, including the expectation of trustworthiness and at all times keeping the welfare of the individual receiving care a priority. To this end, any instance of student intent to misrepresent facts will be cause for immediate program dismissal.

- Misrepresentation of facts, verbal or written, including but not limited to the following situations, is prohibited.
 - Bribery

- Deliberate withholding information about a patient, patient care, and/or self
- Plagiarism
- Presenting another student’s work as one’s own
- Cheating in any form
- Forgery or falsification in any form
- Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the course instructor. Students are expected to respect and follow the South College Honor Code.

Grounds for immediate termination from the program include:

1. Receiving a grade of “D” or “F” in any major course listed in the curriculum.
2. Insubordination.
3. The conviction and/or known use of, distribution of, or possession of illegal drugs or controlled substances.
4. Failure to accomplish didactic and/or clinical assignments.
5. Unprofessional, unsafe, and/or unethical conduct.
6. Academic dishonesty in related or professional courses.
7. Participant clinical agencies retain the right to reject any student whose behavior may be hazardous to the agency.

VOLUNTARY WITHDRAWAL

Students will be considered for readmission to the Pharmacy Technician program on a space available basis.

Associate of Science PHARMACY TECHNICIAN

Curriculum	92 Credit Hours		
Core Curriculum.....	54 Credit Hours		
Business	BUS 1360	Introduction to Business	4
Computer Literacy	SCC 1030	Computer & Information Literacy	4
Mathematics	MAT 1000	Mathematics Concepts & Applications	2
	MAT 1500	College Mathematics I	4
Written Communication	ENG 1200	English Composition	4
	ENG 1210	English Composition with Research	4
Oral Communication	COM 1260	Effective Speaking	4
Humanities		Approved Humanities Elective	4
Social Science		Approved Social Science Elective	4
Personal Development	SCC 1010	College Management	2
	SCC 1020	Career Management	2
Science	AHS 1010	Medical Terminology	4
	AHS 1020	Basic Formation of the Human Body	4

AHS 1030	Organ Systems of the Human Body	4
	Elective	4
Major Curriculum.....		38 Credit Hours
PHT 1110	Intro to Pharmacy/Pharmacy Tech	2
PHT 1210	Pharmacotherapeutics I	4
PHT 1220	Pharmacy Law & Ethics	4
PHT 1230	Pharmaceutical Calculations	4
PHT 1310	Pharmacotherapeutics II	4
PHT 1320	Community Pharmacy Operations	4
PHT 1330	Institutional Pharmacy Operations	4
PHT 1410	Pharmacy Technician Certification Review	2
PHT 1420	Dispensing & Sterile Compounding	4
PHT 1430	Pharmacy Technician Internship	6

Certificate
PHARMACY TECHNICIAN

Curriculum		64 Credit Hours
AHS 1010	Medical Terminology	4
AHS 1020	Basic Formation of the Human Body	4
AHS 1030	Organ Systems of the Human Body	4
ENG 1200	English Composition	4
MAT 1000	Mathematics Concepts & Applications	2
PHT 1110	Intro to Pharmacy/Pharmacy Tech	2
PHT 1210	Pharmacotherapeutics I	4
PHT 1220	Pharmacy Law & Ethics	4
PHT 1230	Pharmaceutical Calculations	4
PHT 1310	Pharmacotherapeutics II	4
PHT 1320	Community Pharmacy Operations	4
PHT 1330	Institutional Pharmacy Operations	4
PHT 1410	Pharmacy Technician Certification Review	2
PHT 1420	Dispensing & Sterile Compounding	4
PHT 1430	Pharmacy Technician Internship	6
SCC 1010	College Management	2
SCC 1020	Career Management	2
SCC 1030	Computer & Information Literacy	4

Page 191 – Addition of Course Description

CMJ 1210 INTRODUCTION TO INVESTIGATION & SECURITY 4-0-0-4

This course introduces the student to an overview of the fundamental concepts and theories which comprise today's private security industry. Topics include the history of private security, legal and practical guidelines for conducting private investigations, asset protection, physical and personnel security, computer security, and homeland security.

Page 192 – Addition of Course Descriptions

CMJ 2241 INVESTIGATIVE TECHNIQUES 4-0-0-4

This course explains the fundamentals of criminal investigation techniques including crime scene procedures, burglary, and death investigation. Topics also include collection, preservation, identification of evidence, and overview of crime lab procedures.

CMJ 2361 CRIMINAL INVESTIGATIONS 4-0-0-4

This course is a continuation from CMJ 2241 focusing on specific investigative techniques used in particular crimes. Tennessee criminal statutes are used for crime classifications.

Page 193 – Addition of Course Descriptions

CMJ 2380 SURVEILLANCE & INVESTIGATIVE TECHNIQUES 4-0-0-4

This course exposes students to the wide range of techniques and investigations utilized by loss prevention agents, asset protection operatives, and private sector investigators. Focus is on providing the student with practical and real world examples of the types of investigations, operations, and scenarios encountered by today's private sector investigators. Various techniques and capabilities are examined and discussed from legal, ethical, and practical perspectives. Students learn how to apply the techniques presented in the course through interactive exercises, simulations, and scenarios.

CMJ 2410 WHITE COLLAR INVESTIGATIONS 4-0-0-4

During this course, students learn how white collar crime is defined and its effects on contemporary society. Students learn how white collar crimes differ from other types of criminal activity and who perpetrates white collar crime. This course introduces students to how white collar crimes are investigated, prosecuted, punished, and deterred.

CMJ 2510 CRIMINAL CAUSATION & DEVIANT BEHAVIOR 4-0-0-4

This course offers a detailed look at crime from both a sociological and psychological perspective. Students learn what may draw some people to criminal behavior. The course also introduces students to the strategies for how criminal behavior may be prevented from a psychological perspective.

Page 195 – Addition of Course Descriptions

CMJ 5130 Public Sector Budgeting & Grant Writing 4-0-0-4

This course provides an overview of the processes, techniques, and politics of public budgeting. The purpose of this course is to provide a foundation for understanding the nature and practice of public budgeting at the local, state and federal levels. Special emphasis will be placed on learning applied budgeting techniques.

CMJ 5140 Strategic Planning and Assessment 4-0-0-4

This course introduces the student to the development and application of strategic planning theory and practices in public service organizations. The course will provide approaches to designing and implementing strategic planning models and techniques including environmental scanning, stakeholder analysis, strategic issue identification, and strategy formulation.

CMJ 5410 Advanced Network Security Principles 4-0-0-4

This course explores all the critical aspects of computer security, including users, software, devices, operating systems, networks, law, and ethics. Students will learn the advanced concepts related to rapidly evolving attacks, countermeasures, and computing environments. This course also provides students with best practices for authenticating users, preventing malicious code execution, using encryption, protecting privacy, implementing firewalls and detecting intrusions.

Page 203 - Course Description Revisions

Revise below from DPT 6250 Therapeutic Interventions (3 credits) to the below (course description does not change).

DPT 6251 THERAPEUTIC INTERVENTIONS 3-1-0-4

This course provides an overview of musculoskeletal biomechanical principles as applied to joint form and function, movement analysis, and therapeutic interventions. Students are introduced to the principles and application of therapeutic exercise, to include motion, motor control, balance/coordination, strength, power, endurance, agility, and return to work/sports/function. Fundamental principles of manual therapy and soft tissue mobilization are also discussed. Students learn the fundamentals of treatment planning based on tissue healing, functional abilities, and patient goals and behaviors. Strategies to effectively teach, progress, and motivate patients are discussed to improve patient performance and compliance with treatment programs.

Prerequisite: Successful completion of Quarter 1 courses

Page 205 - Course Description Revisions

Revise below from DPT 6430 Acute Care & Cardiopulmonary Practice (3 credits) to the below (course description does not change).

DPT 6431 ACUTE CARE & CARDIOPULMONARY PRACTICE 3-1-0-4

This course introduces students to the unique aspects of the acute and critical care environment and patient management principles, to include medical equipment, effects of prolonged hospitalization, and their role in multidisciplinary care. Students develop examination, treatment planning, intervention, and discharge planning skills for medically complex patients in acute care settings. This course also provides in-depth instruction in the pathophysiology, examination and assessment, and acute management of patients with cardiovascular and pulmonary disorders. Basic principles of care in electrocardiography, cardiac rehabilitation, respiratory therapy, and chest physical therapy to include thoracic spine and ribcage manual therapy techniques are included. The impact of cardiopulmonary conditions on physical therapy management of patients with other diagnoses is also presented. Lab activities include, but are not limited to, EKG stress testing, heart and lung auscultation, and pulmonary function testing. Human simulation labs are performed in a multidisciplinary approach to provide students with "real-world" exposure to acute and critical care scenarios.

Prerequisite: Successful completion of Quarter 3 courses

Page 206 - Course Description Revisions

Revise below from DPT 6440 Modern Patient Management (3 credits) to the below (course description does not change).

DPT 6441 MINDFUL PATIENT MANAGEMENT 2-0-0-2

This comprehensive course emphasizes behavioral and social sciences applied to the analysis and management of human behavior. The course is tailored specifically to the work of a physical therapist, where professional interactions with people in a culturally competent manner, including patients, support personnel, supervisors, third party payers, and other medical professionals, is a large part of their responsibilities. Special focus is given to "mindful practice", so students develop the ability to be aware, in the moment, and on purpose, with the goal of providing better care to patients and to taking better care of themselves. Motivational interviewing and its importance in physical therapist practice are highlighted. The integration of positive psychology and empathetic caring into the patient care setting is also emphasized. Students work with simulated patient scenarios to practice, self-assess, and self-reflect on their own interviewing skills. *Prerequisite: Successful completion of Quarter 3 courses*

Page 209 - Course Description Revisions

Revise below from DPT 6830 Capstone Presentation & Examination (3 credits) to the below (course description does not change).

DPT 6831 CAPSTONE PRESENTATION & EXAMINATION 2-0-0-2

The final course in the curriculum requires the student to integrate and apply previous didactic knowledge, clinical internship experiences, and evidence-based practice principles. Students use clinical internship experiences to prepare patient case reports for professional presentation and discussion. Students complete case reports in written manuscript, scientific poster, and PowerPoint presentation formats. Students also complete a National Physical Therapy Examination (NPTE) Prep Course as part of this course and are required to pass a simulated NPTE board examination to validate comprehension of material in preparation for the national licensure exam.

Prerequisite: Successful completion of Quarter 6 courses

Page 210 – Course Description Revisions/Additions

EDU 3011 Instructional Technology for Effective Teaching 4-0-0-4

Students are introduced to International Society for Technology in Education (ISTE) Standards for Teachers and Students and learn how technology is used to bolster effective teaching. Students study and design instructional technology tools used to enhance learning for all K-5 students. Students develop an electronic portfolio used to house their technology artifacts as they progress through the program.

Prerequisite: Approval by Education Advisor

EDU 3041 Assessment for Student Achievement 4-0-0-4

This course explores assessment use and design in K-5 teaching and learning. Candidates will demonstrate ability to design and adapt multiple methods of assessment, both formative and summative, to document, monitor, and support learner progress that aligns with K-5 standards and objectives. Candidates will create digital records of K-5 learner performance to inform their planning and practice with grading programs used in schools today. The candidate will implement assessments in an ethical manner and minimize bias to enhance student learning.

Prerequisite: EDU 3011, EDU 3021, 3031 & Approval by Education Advisor

EDU 4041 Application & Reflections of Planning, Instruction, & Assessment for all Learners 4-0-0-4

Candidates will apply their knowledge of content, pedagogy, diversity, and assessment to the development of interdisciplinary units and lessons that foster learning for all students. Models of teaching and learning will be explored as well as the roles of metacognition and reflection to inform instructional decision making. **This course fulfills the Writing in the Discipline (WID) requirements for the SOE.**

Prerequisite: EDU 3011, EDU 3021, EDU 3031, EDU 3041, EDU 3051, & Approval by Education Advisor

Page 215 – Revision of Course Description

EDU 5310 Philosophy, Theories, and Issues of Education 4-0-0-4

This course addresses topics essential in developing knowledge and skills needed for successful teacher leadership. Candidates will refine their philosophy of education as they study leadership topics aligned with professional leadership standards. Particular focus is given to case studies and the Teacher Leader Model Standards as sources for reflection in order to establish a plan for improvement. Candidates will use their school community for observations and interactions essential to completing inquiry tasks.

Page 216 – Revision of Course Descriptions

EDU 5320 Methods in Developing Action Research 4-0-0-4

This course introduces candidates to research from the perspective of a discerning consumer. Candidates will then apply what they have learned by initiating a review of literature to discern effective teacher leader practices for enhancing student learning. Candidates will analyze their strengths and needs as a means of determining potential topics for research. Candidates will use their school community for observations and interactions essential to completing inquiry tasks.

EDU 5330 Teacher as Learner 4-0-0-4
This course introduces the candidate to adult learning theory along with strategies that leaders can use for school improvement. Candidates will use the strategies they are learning as a backdrop for analyzing their current level of leadership performance and to determine a plan of action for further research and self-improvement in knowledge and skill. Candidates will use their school community for observations essential to completing inquiry tasks.

EDU 5341 Building Trust as a Teacher Leader 4-0-0-4
This course addresses the importance of establishing trust for teacher leader success. Trust is a critical factor in establishing positive relationships with teachers, students, and the community. Understanding attitudes that can develop or destroy trust is examined through self-assessments. This course supports the development of a personal professional development plan.
Prerequisite: EDU 5310

EDU 5351 Poverty and Student Achievement 4-0-0-4
This course provides a research-based understanding of the role poverty plays in student achievement. Strategies that teacher leaders can use in their own classrooms or with other teachers are addressed. This course supports the development of an action research study.
Prerequisite: EDU 5320

EDU 5360 Student as Learner 4-0-0-4
This course focuses on the orchestration of a learner-centered environment to include creating meaningful curriculum and engaging pedagogy, building relationships, organizing and structuring the classroom, and encouraging social justice. Candidates will create a plan for creating learner-centered environments for members of their faculty. This course supports the development of the professional portfolio.
Prerequisite: EDU 5330

EDU 5371 Establishing Positive School Culture 4-0-0-4
This course develops an understanding of school culture and provides strategies that teacher leaders can use to ensure a positive school culture. Through self-assessments and reflections students enhance their leadership capacity to work with others to create a school culture that is adaptable to new challenges. This course supports the development of a personal professional development plan.
Prerequisite: EDU 5341

EDU 5381 Leadership for Instructional Improvement 4-0-0-4
This course considers the role that data plays in improving school effectiveness. Students learn how to use hard and soft data to enhance instruction and develop action research to demonstrate their effectiveness.
Prerequisite: EDU 5351

Page 217 – Course Description Revisions

EDU 5391 Empowering Students to Learn 4-0-0-4
This course considers the need to establish instruction that supports college and career-ready students. Students are challenged to enhance content knowledge and instructional practice with focus on deeper understanding, higher order thinking, and greater student engagement. This course supports the development of a professional portfolio.
Prerequisite: EDU 5360

EDU 5399 Practicum 0-0-36-12
This course is the culminating experience in the Teacher as Instructional Leader program. The course serves as a practicum for the synthesis of candidates' ongoing inquiry into self and the work environment into the following work products: a Personal Professional Development Plan that will continue to guide their on-going professional development as an instructional leader; a Professional Portfolio that documents the candidates' ability to demonstrate the use of "best practices" to a level of expertise in chosen discipline; and an Action Research Project that demonstrates the capacity to improve student learning. Candidates will present highlights of their Professional Portfolio, Action Research Project, and Personal Professional Development Plan to each course instructor as evidence of their professional growth and leadership abilities.

EDU 6311 The Professional Learning Community (PLC) and School Leadership 5-0-0-5
Professional Learning Communities (PLCs) play a significant role in determining student achievement within a school. This course explores how school report card data define achievement and considers how the PLC can work to further enhance student achievement for the school. PLCs will be established in this course.

EDU 6321 Data Coach Training I 5-0-0-5
This course is the first of three that initiates data coach training by establishing the importance of collaborative inquiry, understanding the role of the data team, investigating school demographics, raising awareness of cultural proficiency, and committing to shared values.

EDU 6331 Research I: What is Research? 5-0-0-5
This course explores the basics of research in terms of terminology, applications, types, and use of statistics to determine significance of results. This course is the first of a series of 3 courses in research designed to lead to the development of a proposal in quarter 3. Teacher leaders will formulate a research question in this course.

EDU 6341 Data Coach Training II 5-0-0-5
This course is the second of three that extends data coach training by identifying a student learning problem, drilling down and analyzing different levels of state data, examining student work, by drilling down into common assessments, and by identifying a student learning problem and goal.
Prerequisite: EDU 6321

EDU 6351 Understanding Value-Added Assessments (VAMS) 5-0-0-5
This course explores the issues surrounding value-added assessments as an accountability system. Issues include teacher evaluations, technical concerns (models used and statistics employed), impact on school culture, legal ramifications, and employment decisions.

EDU 6361 Research II: What is a Literature Review? 5-0-0-5
This is the second in the series of research courses which involves the writing of a literature review related to a problem or question related to student achievement within a school. The literature review will become a part of the research proposal in quarter 3.
Prerequisite: EDU 6331

EDU 6371 Data Coach Training III 5-0-0-5
This course is the third of three that extends data coach training by verifying causes through cause and effect analysis and research and local data; by generating solutions, refining outcomes and strategies, and developing a monitoring plan; and by implementing, monitoring, and achieving results.
Prerequisite: EDU 6341

EDU 6381 Problems in School Leadership 5-0-0-5
This course addresses potential problems facing school teacher leaders seeking to raise academic achievement in specified school environments. Possible resolutions to these conflicts will be explored through case studies.

EDU 6391 Research III: What is a Research Proposal? 5-0-0-5
This is the third in the series of research courses which involves the development and writing of a research proposal based on the critical question in quarter 1 and the literature review in quarter 2. The written proposal will serve as the foundation for potential research at the doctoral level.
Prerequisite: EDU 6361

Page 225 – Addition of Course Description

MAT 4020 MATHEMATICAL THINKING AND LEARNING 4-0-0-4

MAT 4020 explores math mindsets of K-5 teachers and their students. Attitudes toward math and subsequent success in math are dependent upon how math is taught and learned. This course examines how K-5 students learn math based on brain research, and how math should be taught and assessed for success in math for all K-5 learners.

Prerequisite: MAT 4010 & Approval by faculty advisor

Page 227 – Addition of Course Descriptions

MBA 5510 Introduction to Healthcare Administration 4-0-0-4

This course provides an introductory level overview of the United States Health Care system, including a basic understanding of pertinent historical, current, political, organizational, human resources, financial, and quality issues. The course explores basic principles and tools of management, including the planning, organizing, directing, and controlling functions of healthcare organizations. The course is designed to provide students with a working knowledge of current healthcare institutional structures and delivery systems, as well as the evolving health needs of U.S. citizens. Emphasis is placed on the basic concepts and issues that are associated with the management and regulation of health care providers and the delivery of services. Evolving alternative delivery systems are reviewed, as are changes occurring in the field of healthcare management. *Prerequisite: MBA 5110 or concurrent enrollment*

MBA 5520 Quality Improvement in Healthcare 4-0-0-4

This course examines the key aspects of quality management and performance improvement in healthcare. Attention is given to quality management principles, such as quality assessment, risk management, utilization management, outcomes assessment, and benchmarking to improve healthcare services and patient safety. The principles and techniques of quality improvement are presented and applied to patient care and management of services in healthcare organizations. *Prerequisite: MBA 5110 or concurrent enrollment*

MBA 5530 Current Topics in Healthcare Administration 4-0-0-4

Current Topics in Healthcare Administration is an integrative course focused on the current trends and issues affecting the U.S. healthcare system. This course introduces students to the issues that lead to health policy formulation and promotes understanding of the complexities of the U.S. healthcare delivery system. Current publications and periodicals are reviewed to facilitate a real-time understanding of evolving healthcare issues. Developing and future trends are reviewed as they relate to the healthcare environment at local, state, and federal levels. *Prerequisite: MBA 5110 or concurrent enrollment*

Page 229 – Revised Course Descriptions for Nursing

NSG 3352 NURSING RESEARCH 40-0-0-4

Nursing Research introduces students to the concepts, issues, and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued. This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course. **(Tradition and RN/BSN Program Options)**

Prerequisites: Successful completion of all first quarter Nursing courses (Traditional Option)/**NSG 3500 (RN/BSN Program Option)**

Co-Requisites: NSG 3312, NSG 3352 (Traditional Option)

NSG 3500 BRIDGE TO PROFESSIONAL PRACTICE 40-0-0-4

In this course, theories and concepts of professional nursing are explored in relation to historical perspectives and contemporary nursing practice. The course includes content regarding nursing theory, research and practice, nursing as a profession, professional ethics, and the roles of the baccalaureate degree nurse in a multi-cultural society. Emphasis is placed on understanding and critical appraisal of the health care delivery system, critical abilities in professional nursing practice, and the role of the professional nurse in primary, secondary, and tertiary levels of prevention. The student will begin to plan and think of his/her role as a baccalaureate graduate and develop personal objectives that result in a professional base for practice. (RN/BSN Program Option)

Prerequisite: Admission to the Nursing Program

NSG 3510 PHYSICAL ASSESSMENT 30-20-0-4

This course refines the student's prior health assessment skills of competent health history taking, physical examination skills, accurate documentation, and utilization of clinical assessment tools. Building on the physiological approach, the student will learn to incorporate psychological, socio-cultural, spiritual, and developmental aspects for a holistic examination of the individual. Additional emphasis is on enhancing health promotion techniques, as well as recognizing health deviations in diverse populations. (RN/BSN Program Option)

Prerequisite: Admission to the Nursing Program

Co-Prerequisite: NSG 3500

NSG 3520 PHARMACOLOGY FOR PROFESSIONAL NURSING PRACTICE 40-0-0-4

Pharmacology for Nursing Practice provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. The role of the nurse in administering medication, client education, cultural diversity, and drug abuse prevention is addressed. (RN/BSN Program Option)

Prerequisite: NSG 3500

Delete Course Description for NSG 3600 Critical Care Nursing as it is removed from the curriculum.

Add Course Description for NSG 3620 Healthcare Informatics for the Registered Nurse:

NSG 3620 HEALTHCARE INFORMATICS FOR THE REGISTERED NURSE 40-0-0-4

This course introduces the RN to information management and application of patient care technology. Concepts such as information literacy, information management, information standards, nursing informatics, and healthcare informatics are explored. The impacts of patient care technology on safety and quality of patient care are discussed. Ethical management of data, information, and knowledge are discussed. (RN/BSN Program Option)

Prerequisite: NSG 3500

Page 230 – Revised Course Descriptions for Nursing

Course description for NSG 3610 Policy and Politics is removed. Revised to new number.

Course and course name for NSG 4000 is revised to the following:

NSG 4000 INTERPROFESSIONAL COLLABORATIVE NURSING PRACTICE 40-0-0-4

This course introduces the concept of interprofessionality and the frameworks reflective of the interdependence between healthcare professions' education and practice needs. Key concepts are interprofessional teams, open and meaningful communication, accountability, mutual respect, continuity of care and shared decision-making that result in safe and effective patient-centered care. The core competencies for interprofessional collaborative practice are discussed. (RN/BSN Program Option)

Prerequisite: NSG 3500

NSG 4010 NURSING MANAGEMENT AND LEADERSHIP 30-0-30-4

Professional nursing roles and functions, including knowing self in the context of nursing leadership, visionary leadership, self-directed work team development, risk taking, principles of action, change theory and implementation of change, models for decision-making, effective communication, mentoring, and transitions, and current issues in nursing are addressed in this course. Commitment to personal and professional growth through in-service education, continuing education, and advanced studies is reinforced. **Students have the opportunity to practice and reinforce their management and leadership skills through online simulation modules or technology-enhanced learning experience.** (RN/BSN Program Option)

Prerequisite: NSG 3500

NSG 4100 HEALTH PROMOTION IN THE COMMUNITY 40-0-60-6
Community Health Nursing focuses on population-based nursing care in diverse settings. The principles of professional nursing care are applied to individuals, families and groups and are integrated throughout the health-illness continuum. Health needs are addressed using nursing theory and research with knowledge from the humanities, biological and social sciences. This course further explores population-focused decision making, community-based strategies for health promotion and disease prevention, primary care services, and transcultural nursing which are emerging issues at the forefront of healthcare services. **The clinical component is designed to allow the nursing student the opportunity to synthesize knowledge and skills learned from this course and to integrate them into a capstone experience, which is evidence based and related to Healthy People 2020. (RN/BSN Program Option)**
Prerequisite: NSG 3500

NSG 4110 TRANSITION TO PROFESSIONAL PRACTICE 30-0-0-3
Transition to Professional Practice course will focus on the development of a professional e-portfolio, including self-evaluation and self-reflective skills. Accomplishments and the application of theory to clinical practice will also be included. Concepts of the course will reflect critical thinking, professional growth, and showcasing academic and clinical achievements, professional role development, and core competencies. The portfolio will demonstrate the RN to BSN's competencies as described in the South College School of Nursing BSN program student learning outcomes and a strategic plan for lifelong learning and continued professional development. (RN/BSN Program Option)
Prerequisite: NSG 3500

NSG 4452 POLICY AND POLITICS 30-0-0-3
This seminar class is designed for the student to examine current issues in nursing, thus enabling the student to determine professional self-direction with integration of theory and concept into a meaningful personal philosophy of nursing practice. This course fulfills the Writing Across the Curriculum requirements for a Writing in the Discipline course. (Traditional and RN/BSN Program Options)
Prerequisites: Successful completion of the first three quarters of nursing courses (Traditional Option)/NSG 3500 (RN/BSN Option)

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PHT1100 Introduction to Pharmacy/Pharmacy Technician 2-0-0-2
Introduction to Pharmacy/Pharmacy Technician provides the pharmacy technician student an overview of the practice of pharmacy and the role of the pharmacy technician in various practice settings.

PHT 1210 Pharmacotherapeutics I 4-0-0-4
Pharmacotherapeutics I provides an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. The role of the pharmacy technician in relation to pharmacotherapy is addressed.
Prerequisite: PHT 1110 with a grade of C or better

PHT 1220 Pharmacy Law & Ethics 4-0-0-4
This course consists of a study of federal and state pharmacy, drug, and related laws. Through self-study, lecture, and case studies, students learn the substance of these laws and their application to pharmacy practice. Discussion of societal and health care system issues, such as abortion and the right to die, demonstrates the broader societal role of the pharmacy practice. In light of continuing expansion of the role of pharmacy in the delivery of healthcare services, attention is given to ethical and legal issues surrounding direct patient care services, including an examination of professional liability (civil, criminal, and disciplinary). While the importance of the above issues has grown significantly in very recent years, these issues have not displaced the need to study the expansive body of traditional pharmacy and drug law.
Prerequisite: PHT 1110 with a grade of C or better

PHT 1230 Pharmacy Calculations 4-0-0-4
This course covers the following topics: International System of Units, pharmaceutical measurement, density and specific gravity, interpretation of prescriptions and medication orders, expressions of concentration, calculation of doses and concentrations, measures of potency, electrolyte solutions, reducing and enlarging formulas, and injectable medications

including rate-of-flow. This course focuses on performing mathematical calculations useful in compounding extemporaneously prepared pharmaceutical products, and provides a strong foundation in basic pharmaceutical calculations useful in practice.

Prerequisites: PHT 1110, MAT 1000, both with a grade of C or better

PHT 1310 Pharmacotherapeutics II 4-0-0-4

Pharmacotherapeutics II provides continuation of an in-depth systems approach to the study of therapeutic drugs and their major classifications. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. The role of the pharmacy technician in relation to pharmacotherapeutics is addressed.

Prerequisites: PHT 1210, PHT 1220, PHT 1230, all with a grade of C or better

PHT 1320 Community Pharmacy Operations 2-0-4-2

Community Pharmacy Operations provides the pharmacy technician student an overview of the practice of pharmacy and the role of the pharmacy technician in the community setting.

Prerequisites: PHT 1210, PHT 1220, PHT 1230, all with a grade of C or better

PHT 1330 Institutional Pharmacy Operations 2-0-4-2

Institutional Pharmacy Operations provides the pharmacy technician student an overview of the practice of pharmacy and the role of the pharmacy technician in the hospital setting.

Prerequisites: PHT 1210, PHT 1220, PHT 1230, all with a grade of C or better

PHT 1410 Pharmacy Technician Certification Review 2-0-0-2

The Pharmacy Technician Certification Review Course provides the student a guided review and self-assessment to identify readiness for the Pharmacy Technician Certification Exam.

Prerequisites: PHT 1210, PHT 1220, PHT 1230, PHT 1310, PHT 1320, PHT 1330, all with a grade of C or better

PHT 1420 Dispensing & Sterile Compounding 4-0-0-4

This course covers dispensing and compounding of both non-sterile and sterile pharmaceutical preparations. The role of the pharmacy technician in relation to compounding and dispensing is examined. Through the laboratory component of the course, students gain experience with dosage formulations compounded in pharmacies. Students learn requirements for a sterile product preparation area, including equipment in the area, and aseptic techniques for compounding piggyback medications, large volume parenterals, parenteral nutrition and sterile irrigation solutions. Review of special procedures and equipment for hazardous product preparation, including chemotherapy, will be included. Students will learn the importance of in-line filters, specialized infusion tubing and protecting certain products from environmental exposure. Technologies such as the central line, PIC lines, infusion ports, and peripheral catheters used in administering sterile products, and OSHA standards for healthcare workers and patients, are addressed.

Prerequisites: PHT 1210, PHT 1220, PHT 1230, PHT 1310, PHT 1320, PHT 1330, all with a grade of C or better

PHT 1430 Pharmacy Technician Internship 0-0-6-6

The Pharmacy Technician Internship provides the student pharmacy technician the opportunity to work under the direct supervision of a licensed pharmacist in a pharmacy setting.

Prerequisites: PHT 1210, PHT 1220, PHT 1230, PHT 1310, PHT 1320, PHT 1330, all with a grade of C or better

Corequisites: PHT 1410, PHT 1420

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RCT 3110 Computed Tomography Instrumentation & Physics 4-0-0-4

This course focuses on computed tomography data acquisition and processing protocols. Quality assurance and data management are also discussed.

Prerequisite: Program Admission

Co-Requisites: RCT 3120 and RCT 3130

RCT 3120 Computed Tomography Procedures I 4-0-0-4

This course focuses on computed tomography procedures and protocols. Imaging pharmacology and contrast agents are also discussed.

Prerequisite: Program Admission
Co-Requisites: RCT 3110 and RCT 3130

RCT 3130 Computed Tomography Clinic I 0-0-18-6

This course provides the student with the opportunities to become competent in performing computed tomography procedures. The course is a competency based practicum.

Prerequisite: Program Admission
Co-Requisites: RCT 3110 and RCT 3120

RCT 3210 Computed Tomography Procedures II 4-0-0-4

This course is a continuation of RCT 3120 and focuses on advanced computed tomography procedures and protocols. Imaging pharmacology and contrast agents will also be discussed.

Prerequisite: RCT 3110, RCT 3120, RCT 3130
Co-Requisites: RCT 3230

RCT 3230 Computed Tomography Clinic II 0-0-18-6

This course is a continuation of RCT 3130 and provides the student with the opportunities to become competent in performing advanced computed tomography procedures. The course is a competency based practicum.

Prerequisite: RCT 3110, RCT 3120, RCT 3130
Co-Requisites: RCT 3210

Page 274 – Revision to following information.

South College is operated by South College of Tennessee, LLC. Policies and procedures are formulated by the Board of Trustees of South College of Tennessee, LLC, d.b.a. South College, and implemented by the President of the college. South Development, Inc. is a related entity to South College of Tennessee, LLC for tax purposes, but has no control over the institution or its Board of Trustees. Articles of Incorporation are available in the office of the President.

Board of Directors for South College of Tennessee, LLC and South Development, Inc.
Stephen A. South, President
Rebecca G. South, Secretary/Treasurer
Nicholas G. South

Addition – 2016-2017 Academic Calendar

**South College
2016-2017 General Academic Calendar**

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

	FALL 2016	WINTER 2017	SPRING 2017	SUMMER 2017
FACULTY MEETING	August 29	December 5	March 20	June 12
CHALLENGE EXAMS	August 30 October 31	November 29 February 8	March 13 May 9	June 6
CLASSES BEGIN				
Regular Quarter	October 3	January 17	April 10	June 30
Mid-Quarter	November 7	February 20	May 15	August 14
LAST DAY DROP/ADD and LATE REGISTRATION	October 8 November 10 MQ	January 23 February 22 MQ	April 15 May 17 MQ	July 11 August 16 MQ
LAST DAY TO DROP WITHOUT GRADE PENALTY <i>(See Policies Relating to Tuition & Fees)</i>	October 22 November 19 MQ	February 4 March 4 MQ	April 29 May 27 MQ	July 22 August 26 MQ
ADVISEMENT/ PRE-REGISTRATION	November 14- December 2	February 27-March 11	May 22-June 3	August 21-September 2
FINAL EXAMINATIONS	December 9-15	March 24-29	June 16-20	September 8-14
LAST DAY OF QUARTER	December 15 <i>Dec 12 W Makeup Dec 13 TH Makeup</i>	March 29	June 20	September 14
GRADUATION	PA December 17		June 23 TBD DPT	
STUDENT HOLIDAYS	November 23-27 December 16-January 16	March 30-April 9	May 29 June 21-June 28	July 1-4 September 4 September 15-TBD

All Dates Subject to Change

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

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

2016-2017 Tuition Rate Information:

**SOUTH COLLEGE
2016-2017 TUITION**

*Certificate and AS Medical Assisting, Certificate in Nuclear Medicine, Certificate in Professional Brewing Science, Certificate in Paralegal Studies, Certificate in Investigation and Security, Certificate in Pharmacy Technician, and Certificate in Computed Tomography
(Per Quarter)*

TUITION	2016-2017 (Effective Fall 2016)
10-18 Credit Hours	\$5100
6-9 Credit Hours	\$4650
1-5 Credit Hours	\$3000
Each Credit Above 18	\$310 per credit

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

TUITION	2016-2017 (Effective Fall 2016)
10-18 Credit Hours	\$6100
6-9 Credit Hours	\$4650
1-5 Credit Hours	\$3000
Each Credit Above 18	\$330 per credit

*AS Physical Therapist Assistant, BS Pharmaceutical Science (Pre-Pharmacy), AS Radiography, AS Diagnostic Medical Sonography, AS and BS Health Science (Including Concentrations and Post-PTA), and BS Nursing (Traditional)
(Per Quarter)*

TUITION	2016-2017 (Effective Fall 2016)
10-18 Credit Hours	\$6800
6-9 Credit Hours	\$4650
1-5 Credit Hours	\$3100
Each Credit Above 18	\$360 per credit

BS Nursing (RN/BSN) (Per Quarter)

TUITION	2016-2017 (Effective Fall 2016)
FT	\$5000

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

TUITION	2016-2017 (Effective Fall 2016)
FT	\$6800

Master of Education Teacher as Instructional Leader and Educational Specialist Teacher Leadership in Schools (Per Quarter)

TUITION	2016-2017 (Effective Fall 2016)
FT	\$5000

Master of Science in Criminal Justice (Including Concentrations), Master of Business Administration (Including Concentrations), Certificate in Criminal Justice (Grad Level), and Certificate in Public Administration for CMJ Professionals (Grad Level) (Per Quarter)

TUITION	2016-2017 (Effective Fall 2016)
FT	\$5000

Physical Therapy (Per Quarter)

TUITION	2016-2017 (Effective Summer 2016)
FT	\$8950 for Incoming Class \$8400 for Continuing Class

Physician Assistant Studies (Per Quarter)

TUITION	2016-2017 (Effective Fall 2016)
FT	\$9600

Pharmacy (Per Quarter)

TUITION	2016-2017 (Effective Summer 2016)
FT	\$11,500

All Students

FEES	2016-17
Application	\$50 \$60 PA, Pharmacy, DPT
Credit by Examination	\$50 Computer Related Courses \$150 Other Approved Courses
Transcript	\$10
Graduation	\$200 (\$300 Pharmacy and DPT)
Technology Fee	\$125 per quarter

Fees Relating to Individual Programs are included in the associated section of the catalog.