Important Announcement

Given the only option for the 2020 spring term is online education, we have determined that those in need of a computer device may have the device added to their financial aid package, if eligible and funding is available. For more information, contact the Financial Planning Office.

p. 9 – The Spring Quarter 2020 start date has been changed from March 30, 2020 to April 6, 2020.

p. 10 – Edit Application Procedure (3rd bullet point)
Before gaining formal acceptance to the university, applicants must complete an entrance evaluation. For some programs, the university administers this evaluation free of charge. Other programs may require the use of additional testing that charges a testing fee. Students who have completed high school with a distinguished record may qualify for waiver of the entrance and/or placement exam(s). Submission of the student’s acceptable ACT or SAT scores, within 10 years of test date may be accepted in place of the entrance evaluation. The Practical Nursing Diploma and the Associate of Science degrees in Nursing, Radiologic Technology, and Surgical Technology may accept ACT or SAT scores within 5 years of the test date. Some programs require test scores higher than what is required for regular admission to Sullivan University. If an applicant has successfully completed a minimum of an associate degree or 30 college-level semester or 45 college-level quarter credit hours with a cumulative grade point average of 2.5 or better on a 4.0 scale, or the equivalent, at another institution, the entrance evaluation examination requirement may be waived. This policy does not apply to Community Health Services, Community Pharmacy, Health Information Management, Limited Medical Radiography, Medical Coding, Medical Assisting, Nursing, Pharmacy Technician, Radiologic Technology, or Surgical Technology programs. Applicants for these programs, who have completed a bachelor’s degree, may be eligible to waive the entrance exam after review/approval from the respective college dean. An authorized member of the Academic Services staff must review acceptable evidence and approve an applicant’s eligibility for this waiver. This policy does not relate to the number of credit hours that may or may not transfer into Sullivan University.

p. 11 – Temporary Policy Change (effective April 23, 2020 through June 28, 2020)

Financial ability must be demonstrated by providing a valid bank statement or other financial document which demonstrates possession of the equivalent of one academic year’s tuition and living expenses in addition to an official financial certificate including signatures of the sponsor and a bank official and/or a notarized affidavit of support signed by the applicant and sponsor(s), specifying amount pledged in support that is accompanied by official bank documents such as an issued monthly statement.

Note: In light of banks closing or limiting hours due to the COVID-19 pandemic, we are temporarily removing the requirement that applicants provide “an official financial certificate including signatures of the sponsor and a bank official” and/or notarized affidavit of support, and instead request allowance of an affidavit of support signed by the applicant and sponsor(s) specifying amount pledged in support that is accompanied by official bank documents such as an issued monthly statement.
**p. 12 – Additional Policy** (between the Receipt of Transcripts and Transfer of Credit policies)

**Foreign Credentials**

Domestic, United States citizens who possess foreign high school credentials may be accepted via a student’s self-certification on the Free Application for Federal Student Aid (FAFSA). If there is a reason to believe the self-certification is not valid, or if an applicant does not complete a FAFSA, the University will require additional evidence of completion. Evidence must be accompanied by an evaluation performed by World Education Services (WES), International Education Services (AACRAO), Foreign Credential Evaluators (FCSA), or Educational Credential Evaluators (ECE).

Students who have taken college-level coursework and wish to have it applied should refer to the Transfer of Credit policy for additional requirements. International students who possess foreign credentials should refer to the Admission of International Students policy for additional requirements.

**p. 14 – Policy edits**

**Course-Level Bypass Assessments**

Sullivan University students may challenge a course for which they believe they possess the requisite knowledge and skills. Currently, bypass assessments are offered by several academic units to include courses in accounting, business administration, culinary arts, general education, and hospitality, as well as information and computer technology. Students should visit sullivan.edu/pla to review the list of the available assessments or contact the Sullivan University Academic Services Office or departmental chairpersons for a listing of course-level bypass examinations, to obtain a schedule of when bypass examinations are offered, and to receive the passing score requirement for specific bypass assessments. Credits earned through university bypass examinations are recorded on a Pass/Fail basis and are reflected on a student’s transcript as “P” to indicate a passing score. Failed bypass attempts are not documented on a student’s transcript. Credits earned through bypass assessments do not count toward GPA calculations.

**p. 20 – Update to “Term” of Competition Grant**

Term: Paid equally over 6 quarters for full-time enrollment or equally up to 12 quarters for part-time enrollment, or over program length if enrolled in a program less than 6 quarters in length.

**p. 36 – Change to Program Length for Medical Coding Diploma**

Length: 12 months, 15 months, 12 months accelerated (online only program)

**p. 43 – Curriculum change to Associate of Science in Surgical Technology** (effective for students starting Summer Quarter 2020 and after)

**REQUIREMENTS FOR THE DEGREE**

<table>
<thead>
<tr>
<th>Course Titles</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td><strong>59-60</strong></td>
</tr>
<tr>
<td>SUR 100</td>
<td>Introduction to Surgical Technology^</td>
</tr>
<tr>
<td>SUR 101-102</td>
<td>Orientation to Surgical Technology^</td>
</tr>
<tr>
<td>SUR 174</td>
<td>Surgical Anatomy &amp; Physiology^</td>
</tr>
<tr>
<td>SUR 178</td>
<td>Surgical Pharmacology^</td>
</tr>
<tr>
<td>SUR 199</td>
<td>Microbiology for Surgical Technologists^</td>
</tr>
<tr>
<td>SUR 200</td>
<td>Surgical Techniques^</td>
</tr>
</tbody>
</table>
p. 67 – Addition to the AS in Nursing (PN to ASN) bridge program - 2nd paragraph
The Associate of Science in Nursing (PN to ASN) program enables graduates of a Practical Nursing program or a Practical Vocational Nursing program the opportunity to pursue the role of the professional registered nurse. For acceptance into the PN to ASN bridge program, a copy of current LPN license is required. Graduates of the program are eligible to apply to the National Council Licensure Examination (NCLEX-RN) to become a registered nurse. Core components of the program of study include professional behaviors, communication, assessment, clinical decision-making, evidence-based practice, caring interventions, teaching and learning, collaboration with members of the healthcare team, and the management of patient care.

p. 87 – Change to Program Length for Bachelor of Science in Advanced Manufacturing Technology
Length: 24 - 21 months, 18 - 15 months accelerated (beyond Associate Degree)

p. 89 – Change to Program Length for Bachelor of Science in Computer Graphic Design
Length: 24 - 21 months, 18 - 15 months accelerated (beyond Associate Degree)

p. 92 – Edits to Graduate School note at the bottom of the page.
Graduate courses completed with grades below C (2.0) are not counted toward degree completion requirements, but grades of D (1.0) and F (0.0) will be used when calculating a student’s grade point average and to determine satisfactory academic progress. Graduate courses completed with grades of D (1.0) and F (0.0) are not counted toward degree completion.

p. 104 – Addition of PHR Courses (effective with students starting July 2020)
PHR 5207 Pre-Clinical Readiness (0 credit hours) – P1 Summer/Fall (registration in Fall quarter)
PHR 5607 Pre-Clinical Readiness (0 credit hours) – P1 Winter/Spring (registration in Spring quarter)
PHR 6206 Pre-Clinical Readiness (0 credit hours) – P2 Summer/Fall (registration in Fall quarter)
p. 107 – Edit to Pharm.D. + Master’s Degree (Paragraph 1)
The College of Pharmacy and Health Sciences (SU COPHS) and The Graduate School offer the opportunity to concurrently complete both degrees the Doctor of Pharmacy (Pharm.D.) and a Master’s degree. The following Master’s programs are available as part of this program: Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), and Master of Science in Human Resource Leadership (M.S.H.R.L.). Coursework is designed to allow Pharm.D. students to complete both the Pharm.D. and Master programs during the three full calendar years required by the Pharm.D. program by allowing students to take their Pharm.D. elective courses in subjects that satisfy the requirements of a Master’s program.

p. 110 – Curriculum Change to Master of Science Physician Assistant (effective for students starting July 2020)

REQUIREMENTS FOR THE MASTER’S DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>DIDACTIC YEAR</td>
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<td></td>
</tr>
<tr>
<td>First Quarter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA 510</td>
<td>Principles of PA Practice I</td>
<td>1.5</td>
</tr>
<tr>
<td>PA 511</td>
<td>Clinical Medicine I</td>
<td>5</td>
</tr>
<tr>
<td>PA 512</td>
<td>Pharmacology and Pharmacotherapeutics I</td>
<td>2</td>
</tr>
<tr>
<td>PA 514</td>
<td>Medical Microbiology</td>
<td>1.5</td>
</tr>
<tr>
<td>PA 515</td>
<td>Genetics and Disease</td>
<td>1.5</td>
</tr>
<tr>
<td>PA 516</td>
<td>Gross Human Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>PA 517</td>
<td>Physiology and Pathophysiology I</td>
<td>2</td>
</tr>
<tr>
<td>PA 524</td>
<td>Psychosocial Medicine</td>
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<tr>
<td></td>
<td><strong>Credit Hours</strong></td>
<td><strong>20.5 19.5</strong></td>
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<tr>
<td>Second Quarter</td>
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<tr>
<td>PA 520</td>
<td>Principles of PA Practice II</td>
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<tr>
<td>PA 522</td>
<td>Pharmacology and Pharmacotherapeutics II</td>
<td>3</td>
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<tr>
<td>PA 523</td>
<td>Patient History and Physical Examination I</td>
<td>4</td>
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<tr>
<td>PA 525</td>
<td>Clinical Laboratory Medicine and Application</td>
<td>3</td>
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<tr>
<td>PA 527</td>
<td>Physiology and Pathophysiology II</td>
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<td>PA 528</td>
<td>Clinical Medicine II</td>
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<tr>
<td>PA 529</td>
<td>Clinical Laboratory Medicine and Application I</td>
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<tr>
<td>PA 545</td>
<td>Research Methods and Evidence Based Medicine</td>
<td>1</td>
</tr>
<tr>
<td>PA 554</td>
<td>Women’s Health</td>
<td>2</td>
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<td><strong>Credit Hours</strong></td>
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### Third Quarter

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<tr>
<td>PA 530</td>
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<td>PA 531</td>
<td>Clinical Medicine III</td>
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<tr>
<td>PA 532</td>
<td>Pharmacology and Pharmacotherapeutics III</td>
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<td>PA 533</td>
<td>Patient History and Physical Examination II</td>
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<td>PA 534-536</td>
<td>Clinical Problem Solving I</td>
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<tr>
<td>PA 535</td>
<td>Pediatrics and Women’s Health</td>
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<tr>
<td>PA 537</td>
<td>Physiology and Pathophysiology III</td>
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<tr>
<td>PA 538</td>
<td>Pediatrics</td>
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<td>PA 535</td>
<td>Clinical Laboratory Medicine and Application II</td>
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**Credit Hours** 21.5

### Fourth Quarter

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<tr>
<td>PA 540-550</td>
<td>Principles of PA Practice IV</td>
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<tr>
<td>PA 541</td>
<td>Clinical Medicine IV</td>
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<td>PA 542</td>
<td>Pharmacology and Pharmacotherapeutics IV</td>
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<td>PA 546</td>
<td>Principles of Surgery</td>
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<td>PA 547</td>
<td>Physiology and Pathophysiology IV</td>
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<td>PA 548</td>
<td>Principles of Emergency Medicine</td>
<td>2</td>
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<td>PA 549</td>
<td>Patient History and Physical Examination III</td>
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<td>PA 543-551</td>
<td>Applied Clinical Skills</td>
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<tr>
<td>PA 544-552</td>
<td>Clinical Problem Solving II</td>
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**Credit Hours** 22.5

### CLINICAL YEAR

#### Rotations

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<td>Supervised Clinical Practice Experience</td>
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<tr>
<td>PA 621</td>
<td>Supervised Clinical Practice Experience</td>
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<tr>
<td>PA 640</td>
<td>Supervised Clinical Practice Experience</td>
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<td>PA 641</td>
<td>Supervised Clinical Practice Experience</td>
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<td>PA 660</td>
<td>Supervised Clinical Practice Experience</td>
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<tr>
<td>PA 661</td>
<td>Supervised Clinical Practice Experience</td>
<td>8</td>
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<tr>
<td>PA 680</td>
<td>Supervised Clinical Practice Experience</td>
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<td>PA 681</td>
<td>Supervised Clinical Practice Experience</td>
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<td>PA 616</td>
<td>Professional Transition</td>
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**Credit Hours** 64

### Master’s Degree Project

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<tr>
<td>PA 614-615</td>
<td>Capstone Project I- II</td>
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**Credit Hours** 6

### Total Quarter Credit Hours

<table>
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<tr>
<th></th>
<th>155</th>
<th>149.5</th>
</tr>
</thead>
</table>

155 149.5 quarter hours is equivalent to 103.33 99.67 semester hours.

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**p. 118 – Addition to Academic Policy**

**Academic Computer Requirement**

Effective for students starting 2020 academic year, all Sullivan University students are required to have access to a computer/laptop to complete assignments and/or for in-class activities and testing.
Students should have a device that meets or exceeds the below program requirements.

**Standard Requirements** (for all programs except those within Computer Graphic Design, Cybersecurity, Information Technology, Interior Design & the IT Academy)

- Operating System: Windows 10
- Processor: Intel core i3
- Memory: 8GB
- Hard Drive: 128GB or greater SSD preferred
- Antivirus Protection: Windows Defender and Windows Firewall are recommended to protect your device and are pre-installed on your Windows computer.

**Information Technology Programs** (for programs within: Cybersecurity, Information Technology, & the IT Academy)

- Operating System: Windows 10
- Processor: Intel core i5
- Memory: 8GB
- Hard Drive: 256GB or greater SSD preferred
- Antivirus Protection: Windows Defender and Windows Firewall are recommended to protect your device and are pre-installed on your Windows computer.

The above requirements are recommended for the best performance. Students can choose to bring a device that doesn’t conform to the requirements, but their experience could be adversely impacted.

**Interior Design Course/Program Requirements:**

- Operating System: Windows 10 64-bit
- Graphics card scoring a G3DMark of 10,000 or higher with 6 GB or more memory
- Intel/AMD Processor scoring a single thread CPUMark of 2000 or higher
- 16 GB RAM
- Hard Drive 500 GB or greater NVME m.2
- Antivirus Protection: Windows Defender and Windows Firewall are recommended to protect your device and are pre-installed on your Windows computer

Software requirements:

- Adobe Creative Cloud Suite
- SketchUp with Podium

**Computer Graphic Design Course/Program Requirements:**

- Apple Mac
- 16 GB RAM
- Multicore Intel processor with 64-bit Support
- Hard Drive 256GB or greater SSD or SATA
- Antivirus protection
- Students must purchase a mouse

Software requirements:

- Adobe Creative Cloud Suite
Additional Policy

Changes in Enrollment Regarding Co-Requisite Courses

Co-requisite courses are identified and assigned to ensure successful learning outcomes in courses requiring supplemental laboratory, clinical, or lecture instruction. Courses identified as requiring a co-requisite must be completed in the same quarter. If a student withdraws or is withdrawn from a course with an identified co-requisite, the withdrawal request will apply to all applicable courses falling within the co-requisite guidelines. If a student is withdrawn for lack of academic engagement (see definitions above) during the Census poll from one co-requisite course but not the other(s), the University is obligated to remove the student from the applicable co-requisite courses during census poll review. In addition, if a student has engaged in one or more co-requisite courses after the add/drop deadline, applicable financial and grade penalties will apply according to the University’s tuition and add/drop policies.

Additions/Edits to the International Studies Program

Curricular Practical Training (CPT) – Paragraphs 3 and 4

Graduate School students enrolled at Sullivan University in the EMBA and MSMIT programs will be required to enroll and participate in four Graduate Management Experiential Courses (MGT596, MGT597, MGT696, and MGT697 each one credit hour) that are designed to demonstrate the relationship between gained practical employment knowledge and the established curriculum of the program. Students enrolled in the MSM program who elect to participate in the experiential learning track will be required to enroll and participate in Graduate Management Experiential Courses each term of enrollment in which CPT authorization is requested and approved (MGT596, MGT597, MGT696, and MGT697 each one credit hour). These courses are designed to demonstrate the relationship between gained practical employment knowledge and the established curriculum of the program and a minimum of four Graduate Management Experiential Courses must be completed to fulfill the experiential learning track of the MSM program. Graduate Management Experiential courses meet three (3) times during the academic term: Week 1, Week 5, and Week 8, unless otherwise stipulated. Continued authorization of CPT requires attendance at all Graduate Management Experiential course meetings. Failure to attend all Graduate Management Experiential course meetings may result in immediate cessation of CPT authorization.

For acceptance to the Information Technology Management concentration in the Ph.D. in Management Program there is an emphasis on IT Management. Applicants will demonstrate that they are currently employed or have an offer of employment in IT Management related positions and will be required to enroll and participate in four Knowledge Management Practical Application Courses (CSC734, CSC735, CSC736, and CSC737) that are designed to demonstrate the relationship between gained practical employment knowledge and the established curriculum of the program. Ph.D. Knowledge Management courses meet three (3) times during the academic term: Week 1, Week 5, and Week 8, unless otherwise stipulated. Continued authorization of CPT requires attendance at all Ph.D. Knowledge Management course meetings. Failure to attend all Ph.D. Knowledge Management course meetings may result in immediate cessation of CPT authorization.

Rules and Regulations of Status

Attendance and Engagement

In order to maintain lawful status in the United States, nonimmigrant students are expected to make normal academic progress toward completion of their enrolled program of study. Normal academic progression toward completion of the degree program requires that students attend all scheduled course meetings and
fully engage in all scheduled courses (including online courses). Failure to attend scheduled campus course meetings and to fully engage in all courses may result in immediate cessation of CPT authorization (if previously approved and where applicable), administrative withdrawal from a course, or immediate termination of the student’s active SEVIS record as well as administrative withdrawal from the University. Note: Non-Immigrant F-1 students will not be allowed to take more than one online class in any given quarter in order to meet full course of study requirements as indicated by 8 CFR 214.2(f)(6)(i)(G).

p. 146 – Edits to Prerequisites

BIO 201 Medical Microbiology (4 credits)
Prerequisite(s): None Co-requisite: BIO 201L It is recommended that this course be taken concurrently with BIO 201L when both courses are required by the program.

BIO 201L Medical Microbiology Lab (2 credits)
Prerequisite(s): None Co-requisite: BIO 201 It is recommended that this course be taken concurrently with BIO 201 when both courses are required by the program.

p. 147 – Edits to Prerequisites
BIO 203 Anatomy and Physiology I (4 credits)
Prerequisite(s): None It is recommended that this course be taken concurrently with BIO 203L when both courses are required by the program.

BIO 203L Anatomy and Physiology I Lab (2 credits)
Prerequisite(s): None Co-requisite: BIO 202 It is recommended that this course be taken concurrently with BIO 203 when both courses are required by the program.

BIO 204 Anatomy and Physiology II (4 credits)
Prerequisite(s): BIO 202 Prerequisite(s): BIO203 Prerequisite(s): BIO203L It is recommended that this course be taken concurrently with BIO 204L when both courses are required by the program.

BIO 204L Anatomy and Physiology II (2 credits)
Prerequisite(s): BIO 202 Co-requisite: BIO 204 Prerequisite(s): BIO203L It is recommended that this course be taken concurrently with BIO 204 when both courses are required by the program.

p. 162 – Edits to HVA Prerequisites

HVA 100 BLUEPRINT READING (3 Credits)
This course provides an introduction to reading and interpreting blueprint drawings used in the trades and crafts, including basic techniques for reading and interpreting construction plans and specifications, both residential and commercial. The blueprint lab experiences focus on location of HVAC-R components in a building as well as, dimensions, shape, fabrication and assembly of those components. Students will apply basic mathematics to the solution of print and performance problems. OSHA safety training and assessment is incorporated into this class. Prerequisite(s): and/or concurrently MTH 101 None
HVA 101 INTRODUCTION TO HVAC-R SYSTEMS (4 Credits)
This course covers basic concepts and theories of heating, ventilation, air conditioning and refrigeration systems and the physical and chemical laws governing these systems. Students will learn basic instrumentation utilized to measure temperature, humidity, airflow, and pressure of refrigerants. Safety training and EPA certification preparation for HVAC-R technicians complete the course. Prerequisite(s): and/or concurrent HVA 100 None

LMR 301 LMR CLINICAL II (4 credits) – Not Designed to Transfer
This course is a continuation of LMR 300. This course utilizes supervised experience with clinical affiliates that enable the student to become familiar with departmental policies, office in-procedures, body mechanics, and radiographic procedures. The student develops and refines skills in patient management, equipment manipulation and film evaluation. Prerequisite(s): LMR 300 Co-requisite: LMR 400 LMR 201, MED 171, MED 173, MED 211, RAD 121, RAD 131

NUR 210 FUNDAMENTALS OF NURSING (10 credits)
This course introduces the knowledge, skills, and attitude needed for safe effective practice of a professional nurse. Content includes comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, and communication techniques. Introduction to nursing and the nursing process as related to promoting healthy lifestyle patterns across the life span; promotion, maintenance, and illness prevention. Concepts related to nursing fundamentals and nursing care is integrated throughout the course. Prerequisite(s): ENG 101, BIO 103, BIO 103L, MTH 101 Co-requisite: PSY 214

NUR 220 CONCEPTS OF BASIC NURSING PRACTICE (6 credits)
This course will assist the PN to transition into the role of the RN. Learners will be introduced to critical thinking skills and the responsibilities expected of the RN that they will continue to build on throughout the nursing program. The areas of study will include: building on the nursing process, teaching and learning processes, knowledge and skill acquisition, ethical and legal considerations in patient care, diversity in healthcare, communication techniques, managing patient care, stress management, health promotion and disease prevention, documentation, health assessment, and an introduction to evidence based practice. Prerequisite(s): BIO 103, BIO 103L, NUR 210 Co-requisites: ENG 102, BIO 201, MTH 201, PSY 214

NUR 230 ADULT NURSING CARE I (8 credits)
This course is designed to assist practitioners in building on previously learned skills, to develop more complex physical assessment techniques, and therapeutic interventions. Course is designed to develop more complex physical assessment techniques and therapeutic interventions. Written communication and the medical record will be explored. Evidence based practice guidelines will form the reference point for health assessment, restorative care, and health deviations. Life span development and cultural aspects of care will be integrated. Health deviations will focus on musculoskeletal, gastrointestinal, sensory, neurological, and integumentary systems. Aspects of specialized nursing care will be discussed in regard to surgical, oncological, and community healthcare. Non-pharmacological pain management and end of life issues will also be included. Lab assignments will reflect concepts related to theory sessions. Prerequisite(s): NUR 220 Co-requisites: CHM 211, NUR 231
NUR 231 PHARMACOLOGY (4 credits)
This course is an overview of the principles of pharmacology, drug action, and therapy based on body systems and disease. The emphasis is on drug dosage calculation for adults and children, nursing process, client teaching, and principles of drug administration. Lifespan issues and transcultural considerations will be included. Prerequisite(s): NUR 210, 220; Corequisite: NUR 230

NUR 240 ADULT NURSING CARE II (8 credits)
This course includes utilization of previously learned skills, in order to develop more in-depth application of the core components of the nursing process for adult clients experiencing complex health deviations. Emphasis is on the care of clients experiencing health deviations in the endocrine, cardiovascular, respiratory, renal, hematological, and immunological body systems, as well in regard fluid and acid-base balance. The nursing process and evidence-based practice will be utilized as the foundation for the discussion on the care of the patient. Prerequisite(s): NUR 210, NUR 220, NUR 230, NUR 231; Co-requisite: NUR 241

NUR 241 NUTRITION (2 credits)
This course is designed to introduce basic principles of scientific nutrition and present the applications in client-centered care. Nursing process, life span development, and cultural aspect of nutrition will be integrated. Community nutrition is coordinated with an emphasis on weight management and physical fitness. Current medical treatment and approaches to nutrition management will be discussed. Special areas include developments in gastrointestinal disease, heart disease, diabetes mellitus, renal disease, surgery, cancer, and AIDS. Prerequisite(s): NUR 210, NUR 220, NUR 230, NUR 231; Co-requisite: NUR 240

NUR 250 MENTAL HEALTH NURSING (4 credits)
This course focuses on cultural aspects and therapeutic communication related to mental health issues. Mental health concepts, behavioral interventions, crisis interventions, coping interventions substance abuse, techniques of physical/psychosocial assessment, health screening, psychopharmacology, complementary/psychosocial therapies will be addressed. Special emphasis will be placed on therapeutic communication techniques in all healthcare settings. Prerequisite(s): NUR 220, NUR 230, NUR 231, NUR 240, NUR 241; Co-requisite: SOC 214

NUR 251 MATERNAL NURSING (5 credits)
Application and direction of nursing care of the client that incorporates the knowledge of lifespan development of women of childbearing ages with expected growth and development principles, cultural aspects of care, prevention and early detection of health problems, and strategies to achieve optimal health. Current health practices will serve as reference points for basis of care of individual and families with changes/deviations related to common health concerns. Reproductive health and pregnancy health problems are explored. Clinical assignments reflect concepts related to the theory sessions. Prerequisite(s): NUR 220, NUR 230, NUR 231, NUR 240, NUR 241; Co-requisites: NUR 250, NUR 252

NUR 252 PEDIATRIC NURSING (6 credits)
Application and direction of nursing care of the client that incorporates the knowledge of lifespan development with expected growth and development principles, cultural aspects of care, prevention and early detection of health problems, and strategies to achieve optimal health. Infant and child health including common childhood and adolescent health problems are explored. Clinical assignments reflect concepts related to the theory sessions. Prerequisite(s): NUR 220, NUR 230, NUR 231, NUR 240, NUR 241; Co-requisites: NUR 250, NUR 251
NUR 260 ADULT NURSING CARE III (5 credits)
This course provides a didactic opportunity for the student to focus on individuals and families with complex and emergent care needs. Perceptions of being a critically ill patient will be examined. Cultural aspects, psychosocial needs, evidence-based practice of the patient in the critical care unit will be covered. In addition, but not limited to areas of discussion are hemodynamic monitoring, interpreting EKG rhythm strips, mechanical ventilation, artificial airways, circulatory assist devices, pressure monitoring systems, CVP monitoring, shock, systemic inflammatory response syndrome and multiple organ dysfunctions. Emergency and trauma nursing will be incorporated into the material. The nursing process will be utilized throughout this course. Acute/critical care concepts will be reinforced through observation in acute/emergent care setting in NUR 262. Prerequisite(s): NUR 220, NUR 230, NUR 231, NUR 240, NUR 241, NUR 250, NUR 251, NUR 252 Co-requisites: NUR 261, NUR 262

NUR 261 SEMINAR IN PROFESSIONAL DEVELOPMENT (3 credits)
This course provides a didactic opportunity for the student to apply theories of leadership and management. Methods of managing human, physical, financial, and technological resources in providing customer service will be discussed. Regulatory and accrediting standards/agencies will be reviewed. Theories of unit management, patient assignments, staff scheduling, and delegations to unlicensed personnel will be explored. Kentucky nursing law will be referenced. Transition from student to practicing professional nurse and member of the multidisciplinary healthcare team will be achieved. Prerequisite(s): NUR 220, NUR 230, NUR 231, NUR 240, NUR 241, NUR 250, NUR 251, NUR 252 Co-requisites: NUR 260, NUR 262

NUR 262 INTEGRATED PRACTICUM (4 credits)
Provides students opportunities to apply knowledge in the care of individuals and families in a dynamic healthcare setting. Emphasis is on developing the role of the professional nurse advocate. Acute/ critical care concepts presented in NUR 260 will be reinforced through observation in a critical care setting, denoted as dual objectives. Prerequisite(s): NUR 220, NUR 230, NUR 231, NUR 240, NUR 241, NUR 250, NUR 251, NUR 252 Co-requisites: (NUR 260, NUR 261...or may be taken concurrently)

NUR 303 TRANSITION TO BACCALAUREATE NURSING ROLES AND ISSUES IN NURSING (3 Credits)
This course is designed to facilitate the RN to BSN student to transition to the role of baccalaureate nursing. Focus will be on philosophy, values, and roles of professional nursing in contemporary and future nursing practice and issues in nursing. Personal and professional expectations and goals are explored to foster educational and professional growth, Nursing conceptual models and theories, roles, concepts, and issues are explored in the context of the healthcare system. Prerequisite(s): None Corequisite NUR 300

NUR 306 PATHOPHYSIOLOGY (6 Credits)
This course is designed to enhance the knowledge of basic principles and mechanisms of the disease process to provide and understanding of the pathogenesis and clinical manifestations of diseases. Emphasis is placed in the contrast between normal and abnormal states of cells, tissues and organ-systems and how they relate to the disease state. Emphasis is on gaining an understanding of the development of pathophysiological signs and symptoms. Students shall apply their knowledge through the use of scenarios for identification, analysis, and treatment of diseases. Prerequisite(s): None NUR 305 or Permission of the RN to BSN Program
NUR 307 HEALTH AND PHYSICAL ASSESSMENT ACROSS THE LIFE SPAN (6 Credits)
This course is designed to enhance the baccalaureate nurse’s knowledge and skills necessary for communication, interviewing, data collection, and documentation for the health history and physical assessment required throughout the lifespan and the health-illness continuum. The foundation to enhance assessment is grounded in the social and physical sciences. Prerequisite(s): None NUR 306 or Permission of the RN to BSN Program.

NUR 406 COMMUNITY AND PUBLIC HEALTH NURSING (6 Credits)
This course combines theory and experiential practice based community theory and family theory utilizing the research process and nursing process to establish evidence-based practice to meet the healthcare needs of the individual, family, community, and/or population. The student is introduced to concepts of epidemiology, environment, diversity, and social-economic conditions. The student focuses on health promotion, health maintenance, education, disease prevention, and coordination of care. The student learns the application of community and family health principles through experiential learning activities. A variety of community healthcare settings will be explored to assess the role of the baccalaureate nurse including the role of the community health nurse as a healthcare provider, and advocate for public policy, and a promoter and protector of public health. Links between health policy and clinical practice will be explored. Prerequisite(s): None NUR 401 and NUR 405 or permission of the RN to BSN Program.

NUR 407 MANAGEMENT AND LEADERSHIP IN PROFESSIONAL NURSING (6 Credits)
This course focuses on the baccalaureate prepared professional nurse’s role in applying the concepts, theories, principles, and strategies of management and leadership within the structure of the healthcare system and organizations across the continuum of care. Emphasis is placed on the roles and responsibilities of a professional nurse leader. Critical thinking, problem solving, legal, ethical, and moral principles are incorporated into the roles. Emerging roles for nurse entrepreneurs and professional practitioners are explored including emphasizes on efficient patient care management in complex healthcare settings. Utilizing experiential clinical situations enables the application of knowledge and analytical thinking in management and leadership roles. Prerequisite(s): None NUR 406, Corequisite NUR 414 or permission of the RN to BSN Program.

p. 189 – Change to Surgical Technician (SUR) Course

SUR 101 ORIENTATION TO SURGICAL TECHNOLOGY (3 credits) – Not Designed to Transfer
This course is designed to introduce the student to the fundamental theories necessary to function as an entry-level surgical technologist. The contents of this course address healthcare facility information and the physical environment, communication skills and teamwork, and the basic knowledge of aseptic technique, patient care concepts, professional responsibilities, duties, legal, ethical, and moral issues, the pre-, intra- and post-operative roles of a surgical technologist, and perioperative case management. The lab skill assessments include equipment identification and use, sterile packaging and opening, draping furniture, medical hand wash, open gloving, basic instrumentation, and patient transfers. Prerequisite(s): None Corequisite: MED 473.
Prerequisite changes

TGE 214 TOURISM GEOGRAPHY (4 Credits)
This course involves a study of the geography of the top international tourism markets, including gateway cities, resorts and tourist attractions. Differences of cultures and lifestyles are discussed, as well as points of interest to world travelers. Prerequisite(s): NTA 154 None

TRV 244 TRAVEL MANAGEMENT (4 Credits)
This course covers many hospitality industry specific sales and marketing strategies and tools that can be used to effectively plan and implement them. Prerequisite(s): NTA 154 None

TRV 250 BEST PRACTICES IN EVENT MANAGEMENT (4 Credits)
This course covers a variety of case studies from event management organizations which expand and develop the knowledge of the student in this area. Prerequisite(s): TRV 252 None

TRV 252 EVENT COORDINATION AND MARKETING (4 Credits)
The students are involved in planning several detailed functions and plan a marketing strategy for each of these event situations. Prerequisite(s): CAT 244 None

Course Description Changes for Physician Assistant (PA) Courses

PA 510, 520, 530, and 540 550 PRINCIPLES OF PA PRACTICE I, II, III, and IV (1.5 Credits each Credits vary depending on term)
Principles of PA Practice I – IV is a four-quarter series of courses, which focuses on the physician assistant profession, provides instruction in necessary aspects of patient care, as well as covers many elements of professional practice which combine to make the physician assistant profession unique. Topics include, but are not limited to, the origins and history of the profession, PA licensure, credentialing, laws and regulations regarding professional practice, patient communication, cultural competency, medical ethics, the health care system, and an overview of public health.

PA 511, 521 528, 531, and 541 CLINICAL MEDICINE I, II, III, and IV (Credits vary depending on term)
This is a four-quarter series of courses which explore the intricacies of human disease. The courses divide into individual modules of the various medical disciplines, including, but not limited to: Dermatology, Otolaryngology, Infectious Disease, Hematology/Oncology, Cardiology, Pulmonology, Gastroenterology, Renal Medicine, Geriatrics and Rheumatology. In each quarter, Clinical Medicine’s content is coordinated and integrated with the content in Physiology and Pathophysiology, and Pharmacology and Pharmacotherapeutics.

Clinical Gross Anatomy is an online, directed-independent, and group study course, in which didactic modules and discussions provide the student with the knowledge necessary for successful sequential discovery of the human body. The knowledge gained from this experience will lead the student to develop a fine appreciation for not only the structure of the human body, but also the interrelation of its parts, and exposure to clinical medicine from the anatomical perspective. Clinical correlation workshops with cases are included within the
modules and discussion sections of this course to provide a clinical context for the learning of gross anatomy. Computer software is used to facilitate learning of anatomic structures and relationships. Students’ independent and group study experience will be enhanced with fresh tissue dissection encounters at the University of Louisville Department of Anatomical Sciences and Neurobiology. Throughout this course, instructional emphasis is placed on structure/function relationships and the clinical applications of such knowledge. The course relies on many independent and group study activities adapted for the goal of helping each member of the class to become a life-long learner. An additional goal of this format is the physician assistant-patient relationship, as students begin to develop the behaviors and attitudes of a medical professional.

**PA 525 CLINICAL LABORATORY MEDICINE AND APPLICATION (3 Credits)**
The goal of this course is to provide students with a concise, practical guide on which laboratory tests are ordered, along with their clinical significance. The course will guide students through what tests to order, the significance of specific abnormalities, lab errors, how results might impact on differential diagnoses, and how the results impact the treatment plan.

**p. 198 – Course Description Changes for Physician Assistant (PA) Courses**
Add

**PA 529 and PA 555 CLINICAL LABORATORY MEDICINE AND APPLICATION I AND II (2 credit hours each)**
The goal of this course is to provide students with a concise, practical guide on which laboratory tests are ordered, along with their clinical significance. The course will guide students through what tests to order, the significance of specific abnormalities, lab errors, how results might impact on differential diagnoses, and how the results impact the treatment plan.

**PA 534, 536, 552 CLINICAL PROBLEM SOLVING I and II (1.5 Credits each)**
The focus of this two-quarter series is to help the student to synthesize and practice the theoretical and practical aspects of critical thinking involved in the process of clinical problem solving, and to prepare them for clinical rotations and clinical practice as a physician assistant. These courses use a small group format and problem-based learning theory to develop critical thinking and problem solving skills in the individual student. These groups will apply the knowledge, skills, and attitudes learned from the curriculum to work through individual patient cases, from chief complaint through therapeutic plan, including patient education and lifestyle changes. Through integration of clinical reasoning and utilizing all the knowledge and skills already obtained in the previous two quarters, students will continue to solve problems that are frequently encountered in the day-to-day practice of medicine.

**PA 535 PEDIATRICS AND WOMEN’S HEALTH (4 Credits)**
This course is intended to orient students to the practical aspects of diagnosis and patient management of the pediatric and female populations. Students will become familiar with disease prevention, health promotion, evidence-based medicine, diagnosis, and treatment in these two patient populations. The unit on pediatrics will introduce students to the routine health maintenance and common health problems affecting the pediatric patient from the newborn period through adolescence. The lectures focus on health promotion, disease prevention, screening, common illnesses that affect the major organ system, pathology identification, patient education, and counseling for the pediatric patient and his/her family. The unit on women’s health focuses on the biological aspects, prevention, early recognition and amelioration of health issues unique to women.
**PA 538 PEDIATRICS (2 Credits)**

Pediatrics is intended to orient students to the practical aspects of diagnosis and patient management. The course is tailored to the needs of the Physician Assistant profession, presenting information in both inpatient and outpatient settings. Students will become familiar with disease prevention, health promotion, evidence-based medicine, diagnosis, and treatment in these two patient populations. Furthermore, this course will introduce students to the medical specialty of Pediatrics, including routine health maintenance and common health problems affecting the pediatric patient from the newborn period through adolescence. The lectures focus on health promotion, disease prevention and screening, common illnesses that affect the major organ system, pathology identification, patient education and counseling for the pediatric patient and his/her family. Evidence-based medicine practice is intertwined through the above areas where available and appropriate. The course builds on lectures in normal physiology and pathophysiology in the Physiology and Pharmacology course series and precedes an in depth discussion of treatment modalities in the Pharmacology and Pharmacotherapeutics course series. This integrated teaching method allows students to better understand and correlate the gained knowledge in the daily practice of ob/gyn. The required textbooks should serve as a single-source reference in preparing students to accomplish the objectives of the course, as well as preparing students for future clinical practice.

**PA 543 551 APPLIED CLINICAL SKILLS (3.5 2.5 Credits)**

This course provides the student with lectures and practical experience in the performance of the clinical skills necessary to function as a physician assistant. The course consists of lecture, demonstration, and clinical practice labs, and builds the skills needed to negotiate the clinical year. Skills include, but are not limited to, BLS/ACLS, universal precautions, sterile technique, suturing and wound care, venipuncture, IV line placement, obtaining arterial blood gases, and casting and splinting.

**PA 554 WOMEN’S HEALTH (2 Credits)**

Women’s Health is intended to orient students to the practical aspects of diagnosis and patient management. The course is tailored to the needs of the Physician Assistant profession, presenting information in both inpatient and outpatient settings. Students will become familiar with disease prevention, health promotion, evidence-based medicine, diagnosis, and treatment in the ob/gyn patient population. Factors influencing women’s health will be discussed in the course, focusing on the biological aspects, as well as prevention, early recognition, and amelioration of health issues. Evidence-based medicine practice is intertwined through the above areas where available and appropriate. The course builds on lectures in normal physiology and pathophysiology in the Physiology and Pathophysiology course series and precedes an in depth discussion of treatment modalities in the Pharmacology and Pharmacotherapeutics course series. This integrated teaching method allows students to better understand and correlate the gained knowledge in the daily practice of ob/gyn. The required textbooks should serve as a single-source reference in preparing students to accomplish the objectives of the course, as well as preparing students for future clinical practice.

**PA 614, 615 CAPSTONE PROJECTS I and II (3 Credits each)**

Evidence-based practice has emerged as the standard by which established and future providers will be expected to execute the delivery of medical care. The “Capstone Project” is a scholarly integrative project that culminates in a Grand Rounds presentation and submission of a publishable review article and clinical case analysis. This two-quarter course builds on the concepts presented in PA 530’s Introduction to Evidence Based Medicine course, PA 545 Research Methods and Evidence Based Medicine, as well as evidence-based practice presented
throughout the curriculum. Students are required to develop a capstone research paper of publishable quality, based on an actual case with which the student has been involved. Students will work closely with their faculty advisors in developing the paper, from the initial proposal question to the final Grand Rounds Presentation. The final Grand Rounds Presentation is an in-depth presentation and demonstrates the evidence-based process that led to the final diagnosis, treatment plan, prognosis, and patient counseling of the selected patient case. The oral Grand Rounds Presentation to students and faculty of the Sullivan University College of Health Sciences is a summative evaluation tool that will be used to measure cognitive, motor, and effective domains at the completion of the program.

p. 204 – Add PHR Course Description

**PHR 5207, 5607, 6206, 6607 PRE-CLINICAL READINESS (0 Credit Pass/Fail)**

This course is designed to parallel and complement a PharmD Candidate’s learning throughout the first and second years of their didactic education. This course includes components from various Offices within the COPHS as well as program specific requirements. The overall design of this course is done as such to ensure that upon embarking on clinical experiences, the learner possesses all necessary knowledge, skills, attitudes, and professionalism needed to be successful. This course is pass/fail and is 0 credit hours, but all four courses are required to be passed to meet program progression requirements. Students must pass the full course sequence as a mandatory academic requirement for graduation.