



# Norcross Institute of Allied Health

FOUNDED 2005

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## STUDENT CATALOG 2023-2024

**HEALTHCARE CERTIFICATE &  
DEGREE PROGRAMS**

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## Welcome from the School Director

Dear Student:

Welcome to Norcross Institute of Allied Health.

Whether you are a registered student or a potential applicant for the next class, it is my sincere hope that you continue to pursue your career goal. We can help you fulfill that goal by choosing one of the programs below that you wish to complete.

- Diagnostic Medical Sonography - Associate of Applied Science Degree
- Diagnostic Medical Sonography – Certificate
- Clinical Medical Assistant - Certificate
- Pharmacy Technician – Certificate
- Dialysis Technician – Certificate
- Physical Therapy Aide – Certificate
- Mental Health Technician – Certificate
- RN – BSN Bridge Program
- AAS – BS DMS Bridge Program

Our commitment is to provide a professional curriculum that is student-centered and guided by our view that the student plays a critical role as a member of the interdisciplinary health care team. Our program fosters professionalism and high ethical standards with a focus on integration of knowledge and critical thinking. Our students will be able to adapt to future challenges in the delivery of health care. Our curriculum, coupled with didactic and clinical competency-based assessment and the block delivery of course material, really provides the student with the tools to succeed.

Should you have additional questions, please do not hesitate to contact me or our school administrator at 770-409-1075, or by email at [aobazee@norcrossinstitute.com](mailto:aobazee@norcrossinstitute.com) or [info@norcrossinstitute.com](mailto:info@norcrossinstitute.com).

Thank you,

A handwritten signature in black ink, appearing to read "Dr. Obazee", with a long horizontal flourish extending to the right.

Dr. Anthony E. Obazee, MD, RHE  
**School Director**

## MISSION, VISION, AND GOALS

Norcross Institute of Allied Health was started in 2005 to provide the community with a postsecondary learning institution that offers students technical training in the field of healthcare. The faculty, staff, and administrators at NIAH share in the desire of becoming a preeminent institute committed to its students and the surrounding community. Drawing on our own experience, the resources at our disposal, and the expertise of others, we strive to provide our students with the best possible training in a timely manner, and with the greatest possible attention to the details that support students' success and their satisfaction with our institution. NIAH's vision is to become a national leader in developing and providing technologically advanced academic and student healthcare services programs and to become a model to other similar institutions by developing collaborative partnerships with various healthcare facilities to deliver public services.

The ultimate goal of Norcross Institute of Allied Health is to assist our students in developing meaningful, rewarding careers in the field of their choice. To accomplish its mission and attain this overarching goal, NIAH has established the following operational goals:

- to provide affordable training in health care programs that will prepare students to take the examination given for national certification in their respective field;
- to develop effective educational programs that lead to careers in in-demand allied health fields.
- to hire qualified instructors and train them to be effective teachers to facilitate student success in pursuit of their educational goals.
- to increase enrollments in existing programs so that the institution is financially successful and capable of helping more prospective students.
- to instill in the student a recognition of the importance of life-long learning.
- to promote the understanding and appreciation of ethical and medical professionalism.
- to ensure that the student will be able to communicate effectively both orally and in writing, with patients, families, and other healthcare professionals.
- to provide administrative and student support services that assure a satisfactory student experience while attending the school.
- to provide career services that assist students in their search for employment in the field of study upon graduation as well as while in school.

## AUTHORIZATION AND APPROVALS

Authorized by the Georgia Nonpublic Postsecondary Educational Commission.

NIAH's program curricula are also recognized by the following organizations who administer certification examinations in various fields: National Healthcareer Association, American Medical Certification Association, National Center for Competency Testing, Pharmacy Technician Certification Board, American Medical Technologists, Nephrology Nursing Certification Commission, Cardiovascular Credentialing International.

## EQUAL OPPORTUNITY

Norcross Institute of Allied Health upholds all federal and state laws that preclude discrimination based on race, sex, age, religion, national origin, marital status, sexual orientation or identification, disabilities or veteran's status.

## OUR SCHOOL AND FACILITIES

We are located near the historic area of Lawrenceville, Georgia. We have classrooms, a library, administrative and laboratory spaces that are conducive to learning and support our program offerings.

## LEARNING RESOURCE SYSTEM

NIAH provides an ongoing effective educational learning resource center that supports the school's programs of study and enhances students' educational and training experience.

We have available program resource aids such as:

- classroom and on-line instruction and animation,
- multimedia technology,
- computers, internet access,
- resource laboratories and on-site training,
- library resource center and research databases,
- community-based instruction and activities, and
- other similar resources and equipment.

We have a library with a large assortment of additional texts and a wide range of reference books and journals. The library is open to students for quiet study during normal office hours. We also have study rooms where small groups can meet to review their lessons. There is a computer with internet access located in the library, as well as a computer lab. We have a list of many on-line resources, including the GALILEO database, that students can access from home, as well.

## OFFICERS

The president of Norcross Institute of Allied Health, Inc. is Dr. Anthony Obazee, who is also the owner and founder.

## FACULTY AND ADMINISTRATION

Our highly qualified and caring faculty takes pride in their level of excellence and dedication to all students. Each qualified faculty member has, at a minimum, the equivalent of a bachelor's degree. Some instructors have a master's or a medical degree.

<b>Name</b>	<b>Degree/Certification</b>	<b>Undergrad/Graduate School</b>	<b>Teaching Field/Specialty</b>
Dr. Anthony Obazee Director Instructor	MD RHE	University of Pisa, University of Rome – Rome, Italy Emory University	Anatomy & Physiology, Chemistry, Pathology, Ethics, ECG and Phlebotomy
Benoit Nzombeng Instructor Part-time	M.A. Ed. B.S.	Piedmont College Kennesaw State Univ.	Mathematics, Algebra, Physics
Brigitta Respress Instructor Part-time	M.S. – Mental Health Counseling B.A. – Sociology	Capella University, Minneapolis, MN	Psychology
Lavern Johnson Instructor Part-Time	MSN BSN	Florida Int'l Univ. N. Miami, FL	Nursing Program Director
Stanley Njoku Instructor Part-time	BSN	University Belle Vue Port-A Prince, Haiti	Nursing
Karen Holley Instructor Part-Time	MPA  AB - English	Valdosta State Univ. Valdosta, GA Middlebury College, Middlebury, VT	English
Monica Osayi Instructor Part-time	DNP MSN BSN	Grand Canyon Univ. Phoenix, AZ	Nursing
Shakima Lawson	General Studies Diagnostic Medical Sonography AB and OB/GYN Registries	Gwinnett Technical College Lawrenceville, GA Grady Health System School of Diagnostic Medical Sonography Atlanta, GA	Abdomen and OB/GYN Sonography (DMS)
Nadia Joma	MD General Studies Diagnostic Medical Sonography FE, OB/GYN Registries	Moscow Medical Institute	General Education and OB/GYN Sonography (DMS)
Sharmeen Makhani Office Manager	B.S. – Business Administration/Communi- cation	California State University Northridge, CA	

## CERTIFICATION PREPARATION PROGRAMS

NIAH also offers excellent affordable healthcare certification preparation courses that assist students in preparing to take national certification examinations. They are taught by qualified instructors in small classroom settings.



## ADMISSIONS POLICY AND PROCEDURE

Norcross Institute of Allied Health welcomes applications from all qualified individuals regardless of race, color, sex, religion, creed, age, sexual orientation, gender orientation, disability, or national origin. Admission is based on a number of factors, depending upon level of entry and previous educational experience. A minimum of a high school diploma or a GED is required for admission to any program at NIAH.

Admission and placement decisions are made by the Program Director. Admission decisions are based on factors such as, but not limited to, an applicant's academic record, test scores, circumstances, good conduct and character.

Tests accepted for admissions include the TEAS, COMPASS, or ASSET or TABE exams. If scores for those are not available, NIAH will administer an entrance examination of its choosing.

Qualifying scores for our programs are as follows:

<b>Test Cut-Off Scores</b>	<b>Associate Degree</b>	<b>Certificate</b>
<b>TEAS (Total)</b>	75%	60%
<b>COMPASS (Read-Eng-Math)</b>	79-62-37	70-32-27
<b>ASSET(Read-Write-Algebra)</b>	41-42-45	38-38-n/a
<b>TABE</b>	12 <sup>th</sup> Gr. Level	9 <sup>th</sup> Gr. Level

Applications received after the deadline for the semester or received without a designated semester will be processed for the next available semester, depending on the applicable program.

The application fee is non-refundable. Completed applications submitted to NIAH are valid for 6 months. An offer of admission by the NIAH is valid only for the semester or date specified at the time of acceptance and does not constitute approval for any other semester or quarter.

Applicants with a criminal and/or disciplinary history who are determined to be otherwise admissible for a respective semester or quarter based on their academic record and other credentials are required to complete a disciplinary/criminal review process before an admission decision is made by NIAH. Instructions for completing that review process are communicated to the applicant after NIAH has determined that the applicant is otherwise admissible for that semester or quarter.

Absent extenuating circumstances, good disciplinary standing at previously attended colleges and universities is a condition of admission for all applicants. For purposes of admission, good disciplinary standing means that the applicant has no pending disciplinary charges, outstanding disciplinary sanctions or disciplinary issues that would prevent the applicant from re-enrolling at the previously attended institution.

Omissions or misrepresentations on an application for admission are grounds for automatically invalidating consideration by, acceptance to and continuation at NIAH. Applicants have a duty to update their records with NIAH when information changes after application submission. Any changes in a student's record prior to enrollment may necessitate a new review of the application.

All materials submitted as part of an application for admission become and remain the property of NIAH and will not be returned to the applicant, duplicated, or transferred to another institution.

Admission to Norcross Institute of Allied Health or reentry approval does not imply admission to a specific major or professional program.

All applicants must provide documentation of their legal residency in the US. Applicants will be required to submit a copy one of the following documents: official state driver's license, state identification card, U.S. passport, Certified U.S. Birth Certificate (must be submitted in person), Military ID (must be verified in person) or permanent residence card. Applications received after the deadline for the semester or received without a designated semester will be processed for the next available semester, depending on the applicable program.

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All applicants must provide documentation of their legal residency in the US. Applicants will be required to submit a copy one of the following documents: official state driver's license, state

identification card, U.S. passport, Certified U.S. Birth Certificate (must be submitted in person), Military ID (must be verified in person) or permanent residence card.

## ENROLLMENT POLICY/AGREEMENT

1. The NIAH enrollment policy/agreement is the legal application that you, as an enrolling student, will sign after you have read it. It should not contain any blank spaces.
2. This agreement is a legally binding instrument. All pages of the application are binding only when the agreement is accepted, signed, and dated by the authorized official of the school at the school's place of business.
3. You will be given an exact copy of this application and any disclosure pages you sign.
4. This application and the school catalog constitute the entire agreement between the student and the school.
5. Although the school will provide placement assistance, the school does not guarantee a job to graduates upon program completion or upon graduation.
6. The school reserves the right to terminate a students' training for unsatisfactory progress, nonpayment of tuition or failure to abide by established standards of conduct.
7. The school does not guarantee the transferability of credits to a college, university or institution. Any decision on the comparability, appropriateness and applicability of credit and whether they should be accepted is entirely the decision of the receiving institution.

To enroll at NIAH, all prospective students must:

- Be at least 18 years old at the time of starting the program.
- Hold a high school diploma, GED or equivalent. A copy of the diploma or certificate must be submitted; if one is not available, a signed attestation verifying proof of completion is required at the time of enrollment.
- Complete an application and submit a \$50.00 non-refundable application fee. This will also serve as a registration fee.
- Have an interview with the School Director or Program Director.
- Bring to interview an "unofficial" copy of high school diploma or college transcripts, and any relevant certifications, degrees or licenses.
- Pass a mandatory entrance examination. May be waived with approved submission of entry or placement exams described in the Admissions Policy, a college transcript and/or demonstrated readiness for postsecondary instruction as evaluated by School Director.
- Submit official transcripts from prior education and training for review.

## OTHER REQUIREMENTS FOR CONSIDERATION OF ADMISSION

English Fluency:

Fluency in written and spoken English is essential to succeed in the program and to ensure patient safety. If English is a second language, you must be able to demonstrate fluency.

Immunization Record:

For the protection of patients, students and employees, and in compliance with state regulations, you must show proof of the following immunizations before you begin a program.

- Tuberculin test in the past six months, or chest X-ray in the last year
- Varicella, rubella and rubeola immunity
- Up-to-date diphtheria and tetanus shots
- Hepatitis B vaccinations or signed declaration

Documentation of vaccinations must be provided to NIAH prior to the start of class.

### **CPR:**

You must hold a current, valid cardiopulmonary resuscitation Basic Life Support for Healthcare Providers certification through the AHA or Red Cross and keep the certification current throughout your enrollment in the school.

### **Background Check:**

You must pass a criminal background check prior to enrollment.

### **Student Responsibilities:**

Students are expected to attend all scheduled classes, examinations, and assigned clinical rotations unless they are given a prior approval for extenuating circumstances, in which case the student will still be marked absent for the attendance record, but may be given an opportunity to make up academically and attendance if within allowable percentage.

Students are required to exhibit professional and ethical conduct at all times.

## **TRANSFER STUDENTS**

Transfer students make up at least 30% of NIAH's student population. Our students have discovered that small class sizes and individual attention and support by instructors in our school is preferable to the much larger classes offered at other schools.

Transfer applicants must present an official transcript from their last attended college or university with a cumulative grade point average of 2.0 or above (based on a 4.0 scale) on all work attempted and must be in good academic standing at the last institution attended in order to be admitted to NIAH. Students must submit an OFFICIAL transcript if they wish to have credit hours considered for transfer into a program. General education credits (i.e., English, College Algebra, Psychology) may be considered for transfer if they are from an accredited school. Applied general education credits, such as Anatomy and Physiology, Medical Terminology and Medical Ethics, will be considered on a case-by-case basis. Core classes for Diagnostic Medical Sonography may only be considered if from a nationally or regionally-accredited college or university. If the transcript is from a foreign university, it must be evaluated by an agency that is a member of NACES, AICE OR WES. An interview and letter of recommendation may be submitted voluntarily by the student or may be requested by the admissions office if the student does not meet minimum requirements for acceptance.

## **ADVANCED PLACEMENT LEARNING CREDITS**

We currently do not give Advanced Placement credits.

## **REGISTRATION**

Upon admission, the student should submit:

- Official academic transcripts from all institutions attended. Minimum GPA of 2.0 is required.
- Copy of Driver's License or State ID and Social Security Card
- Immunization records
- Criminal background check (private company or county public safety office) and Sex Offender Registry (copy of web page is acceptable)
- Copies of CPR Certification and any other applicable certifications (PCT, CMA, Phlebotomy, CNA, EKG, etc.)
- There will be a late charge of \$25.00 if application fee is not remitted prior to first week of class.

## **NEW STUDENT ORIENTATION**

An orientation will be held for all new students in which important material will be distributed regarding academic policies, expected student conduct, support services, and pertinent campus information. Copies of curricula, syllabi, book lists, school calendars, and other important documents are discussed, as well as any changes or additions to courses or programs. Student questions are addressed. All students are expected to attend.

## **PROFESSIONAL LIABILITY INSURANCE**

Norcross Institute of Allied Health carries comprehensive professional liability insurance. This insurance is a requirement and is provided to all students who enroll in a healthcare program. Each student is charged \$50.00 per program registration, included in the tuition.

## **HEALTH/MEDICAL INSURANCE**

Norcross Institute of Allied Health does not provide individual student health and medical insurance. While enrolled in our programs, each student is responsible for all costs associated with any medical issue and maintaining health and medical insurance.

## **COMPLETION REQUIREMENTS FOR GRADUATION**

Norcross Institute of Allied Health requires every student to obtain the following in order to be considered for program completion and graduation:

- Cumulative GPA of 3.0 or above in degree programs or satisfactory completion of classes and labs, including skills checklists for certificate programs;

- Attendance of at least 80% of both classroom and laboratory sessions and fulfillment of all clinical hours required; and
- All fees must be paid in full.

## BOOK INFORMATION

Please check with the office for the most up-to-date textbook requirements. While we attempt to keep textbooks costs as low as possible, due to the changing nature of health care and NIAH's desire to provide a comprehensive educational experience, the use of updated textbooks is often required, leading to increased costs.

## CONDUCT POLICY

In the healthcare professions, honesty, integrity, good work ethics, and clear intent are necessary behaviors. Norcross Institute expects all of its students to behave in a professional and courteous manner at all times. A student may be placed on probation indefinitely, suspended for one to two days, or dismissed from their technical program for conduct such as, but not limited to:

1. Attending class under the influence alcohol or illegal drugs. (Warning or Probation, or Dismissal)
2. Use, consumption or distribution of alcohol or illegal drugs on school premises. (Warning, Probation, Suspension or Dismissal)
3. Sexual misconduct, assault, or harassment on or off school premises. (Probation or Suspension)
4. Violation of school safety regulations. (Warning or Probation)
5. Use of inappropriate language or profanity. (Warning)
6. Theft, vandalism or destruction of school property, or property of other students. (Suspension or Dismissal)
7. Possession or use of any weapon on school premises – including parking lot. (Suspension or Dismissal)
8. Behavior which is deemed by the School or Program Director to be inconsistent with the standards of the school and the healthcare profession. (Warning, Probation or Suspension)

The information provided is to highlight possible consequences for typical policy violations and is not absolute; individual circumstances will be reviewed in detail before a decision is rendered. Aggravating factors will also be considered.

All students are required to sign the Student Code of Conduct and Confidentiality Agreements. All students are required to sign the Clinical Code of Ethics upon being assigned their externship.

## DISMISSAL

Students can be dismissed from their program for any of the following reasons:

- Inappropriate or disorderly conduct in any class, clinical, or in public, or any behavior which causes public embarrassment to the school or the healthcare profession.

- Poor academic performance or a failing grade in any segment of their program or failure to meet minimum standard(s) as specified in the Satisfactory Academic Progress policy.
- Failure to meet financial obligations to the school.
- Excessive absences (More than 20% of total classes).
- Failure to comply with policies outlined in this catalog, and the enrollment agreement.
- Cheating or plagiarism on any assignment or test.

## GRADING OR EVALUATION

Norcross Institute of Allied Health uses evaluative tools that include:

- Written examinations
- Demonstrations of skill
- Self-assessment exercises
- Faculty reviews

Our system of evaluation provides students and faculty with a comprehensive look at individual performance, allowing students who are experiencing academic difficulty access to counseling opportunities.

Report cards are prepared twice each semester, at mid-term and a final grade. Students are notified of their grades by e-mail.

## GPA

Grade point average is based on courses offered at NIAH while enrolled in a program. College course grades accepted for advanced standing (transfer) from other schools prior to enrollment are not included in the calculations. If a course is repeated, the higher grade is used to compute the grade point average, however, both the original and second grade are recorded on the students' permanent record. Students must achieve a cumulative GPA of 3.0 in the Diagnostic Medical Sonography program to be eligible for graduation.

**The grading scale for determining letter grades in all courses is as follows:**

<b>Letter Grade</b>	<b>Percentage</b>
A	90 to 100%
B	80 to 89%
C	70 to 79%
D	65 to 69%
F	Below 65%

## ACADEMIC PROBATION (FOR DEGREE PROGRAMS ONLY)

Students enrolled in the Diagnostic Medical Sonography program MUST maintain a CGPA of 3.0 in order to remain in good standing. Failure to meet or maintain this criterion may result in the student being placed on academic probation. Probationary status may be removed by achieving a 3.0 CGPA in program coursework by the end of the semester. The first offense results in Academic Probation, the second offense results in Continued Probation, and the third

offense may result in Dismissal from the program. If a student is on academic probation at the time of their clinical rotation, they will not be allowed to attend that rotation until the status is removed. If all coursework has been completed and their CGPA is below 3.0, they will be removed from the program. They will be eligible to return to NIAH after one semester and will have to reapply and pay all applicable tuition and fees. If the student feels that there are extenuating circumstances, they may submit an Appeal on the form which is found in the Handbook or the office.

## **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS (SAP)**

All students at Norcross Institute of Allied Health (NIAH) are expected to maintain satisfactory academic progress (SAP) toward the completion of their program of study. The intent of the SAP policy is to ensure that students are making measurable progress toward completion of an approved program in a reasonable period of time and within a reasonable number of clock-hours or credit-hours attempted in their program of study.

NIAH follows federal regulations that require a student's progress to be measured both quantitatively and qualitatively. In addition to a student's Cumulative Grade Point Average (CGPA), students are also required to pass a minimum percentage of all attempted coursework, and to complete their program of study within the maximum timeframe established by the institution. This requirement applies to all students at NIAH.

## **STANDARDS OF PROGRESS FOR CREDIT HOUR PROGRAMS**

To stay in good academic standing, the student must maintain satisfactory academic progress toward the completion of the chosen program of study. There are two standards of progress that students must meet in order to maintain satisfactory academic progress:

1. Qualitative Standard: All students in credit hour programs must maintain a minimum Cumulative Grade Point Average (CGPA) of 2.0 in order to remain in good academic standing assistance.
2. Quantitative Standard: At the time of review, students must have successfully completed 67% of all attempted credits in and through that period of evaluation to maintain the minimum Rate of Progress (ROP). In addition, students must meet the maximum timeframe provision for completing their program. Maximum timeframe is measured in cumulative credit hours required to complete the program. For example, if the program is 96 credit hours, the maximum number of credit hours that can be attempted is 144, which is 150% of the total program credit hours.

## **STANDARDS OF PROGRESS FOR CLOCK HOUR PROGRAMS**

To stay in good academic standing, the student must maintain satisfactory academic progress toward the completion of the chosen program of study. There are two standards of progress that students must meet in order to maintain satisfactory academic progress:

1. Qualitative Standard: All students in clock hour programs must maintain a minimum Cumulative Grade Point Average (CGPA) of 2.0 in order to remain in good academic standing.



2. Quantitative Standards: Clock hour programs are reviewed when 50% of the total program hours are completed and when 100% of the total program hours are completed. Students must have successfully completed 67% of all attempted clock hours at the time of review to maintain the minimum Rate of Progress (ROP). In addition, students must meet the maximum timeframe provision for completing their program. Maximum timeframe is measured in cumulative clock hours required to complete the program. For example, if the program is 600 clock hours, the maximum number of clock hours that can be attempted is 900 clock hours, which is 150% of the total program clock hours.

## PROGRESS EVALUATION

NIAH evaluates student progress at set intervals in the program to ensure student success. The following charts indicate the points in each program that satisfactory academic progress is evaluated:

<b>Credit Hour Programs</b>	<b>Total Number of Credit Hours</b>	<b>Evaluation Points</b>	<b>Maximum Number of Credit Hours to Be Attempted</b>
Diagnostic Medical Sonography (AAS)	81	At the end of each academic term	121
Diagnostic Medical Sonography (Certificate)	50	At the end of each academic term	75
RN – BSN Bridge Program	33	At the end of each academic term	49
AAs – BS DMS Bridge Program	32	At the end of each academic term	48

<b>Clock Hour Programs</b>	<b>Total Number of Class &amp; Lab Hours</b>	<b>Evaluation Points</b>	<b>Maximum Number of Clock Hours to Be Attempted</b>
Clinical Medical Assistant (Certificate)	580	At 50% and 100% of Total Class & Lab Hours	870
Pharmacy Technician (Certificate)	296	At 50% and 100% of Total Class & Lab Hours	444
Mental Health Assistant Program (Certificate)	96	At 50% and 100% of Total Class & Lab Hours	144
Physical Therapy Aide (Certificate)	96	At 50% and 100% of Total Class & Lab Hours	144

Hemodialysis Technician (Certificate)	72	At 50% and 100% of Total Class & Lab Hours	108
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## TREATMENT OF SELECTED GRADES

- Withdrawals: Credit or clock hours in which a student receives a grade of “W” are included in the number of attempted hours, but do not count toward successfully completed hours. Students who withdraw may have difficulty meeting Rate of Progress requirements.
- Incompletes and Failing Grade: Credit or clock hours in which a student receives a grade of “I” or “F” are included in the number of attempted hours, but do not count toward successfully completed hours. In addition, grades of “F” negatively affect CGPA. Students with “Incomplete” grades may have difficulty meeting Rate of Progress requirements at the time of evaluation but may request reevaluation upon completion.
- Transfer of Credit: Students transferring from another institution will be considered making satisfactory academic progress at the time of enrollment at NIAH. In addition to being factored into the Rate of Progress requirements as attempted and completed credit or clock hours, a student’s maximum time to complete the program will be reduced by the equivalent transfer of credit or clock hours toward his/her program.
- Repeat Courses: For evaluation of academic progress, all hours (including repeated hours) attempted will continue to be counted in each component of the student’s academic progress.

## CONSEQUENCE AND STATUS

- Satisfactory: Satisfactory status is achieved when all criteria explained above are met or exceeded.
- Warning: Students who fail to achieve the CGPA of 2.0 requirement and/or the ROP of 67% will be placed on SAP Warning status for the following evaluation period. Satisfactory progress will be monitored at the end of the evaluation period to determine if the student has met the standards of progress.
- Suspension: Students on SAP Warning status who have not attained at least a cumulative ROP of 67% and/or earned the minimum required CGPA of 2.0 will have their enrollment suspended at the conclusion of the SAP Warning period.
- Probation: If a status of Suspension appealed in writing is granted, a status of Probation is assigned. This status requires a student to maintain both an evaluation period GPA greater than or equal to 3.0 and a credit or clock hour completion rate of 100%. If the student fails to maintain the required GPA or credit or clock hour completion rate during the evaluation period, the appeal is terminated, and the student will be dismissed from the program. During the Probation period, student progress will be monitored closely by the academic/student advisor assigned.
- Maximum Timeframe: Students who have attempted the maximum allowable credit or clock hours, which is 150% of the total program credit/clock hours, will be terminated from the program.
- Appeal of Satisfactory Academic Progress Standards: Students who have been suspended from enrollment may appeal to the School Director to waive the satisfactory academic progress requirements only when there are mitigating circumstances. Supporting

documentation must be presented along with a written appeal. Mitigating circumstances are situations beyond the control of the student and may include, but are not limited to: major illness or injury, death of a family member, natural disaster and military service. If a status of Suspension is appealed and approved, a status of Probation is assigned.

- Termination: Any student, who at the conclusion of the Probation period does not meet the minimum academic progress standards, will be terminated from the program.
- Failed/Incomplete classes: Any student who received a failing grade (below 65%) or an incomplete grade in any class will need to retake the failed course for additional tuition.

## RETURNING STUDENTS

Returning students are evaluated on a continuing basis from the first enrollment at NIAH unless a mitigating circumstance was involved and an appeal was warranted. Returning students who were previously enrolled under a satisfactory academic progress policy other than the current policy will be required to meet the standards of the current policy upon returning.

## CLASS ATTENDANCE POLICY

**ATTENDANCE FOR ONLINE CLASSES:** Please see Addendum B, "Attendance for Online Courses." Specific requirements for actions that are considered to meet "Attendance" are included in each course syllabus. ALL courses and programs must meet the following:

**ATTENDANCE FOR ASSOCIATE DEGREE CLASSES:** Each class is scheduled to study new and necessary material. Therefore, due to the limited class time, each student is allowed to miss ONLY THREE (3) CLASSES PER SEMESTER. After three absences, the student may be referred to the School Review Board for further consideration, including the possibility of involuntary withdrawal. This withdrawal would become effective the last day of attendance.

**ATTENDANCE FOR CERTIFICATE PROGRAMS:** Attendance is critical in this program as each class builds on the previous class material. Attendance is one component of the entire grade. If a student is going to be absent or late, it is the student's responsibility to contact the school immediately. Students who miss more than two (2) classes and/or two (2) labs per session for the 12-week programs, or miss more than 20% of the classes and labs for 24- or 48-week programs, MUST make up the missed hours, or they will be withdrawn from the program and MUST retake the entire session for an additional tuition fee.

**NOTIFICATION OF ABSENCE:** Should the student need to be excused from a class, the student MUST notify the instructor at least four (4) hours prior to the scheduled class. Failure to do so will count as an "unexcused absence". Make-up assignments are at the discretion of the Instructor. Our Institute trusts each student to have their Instructor's telephone number, email address, cell phone number and/or fax. We request that the student only uses them to contact the instructor. DO NOT give this information out to other individuals without the permission of each instructor.

**EMERGENCIES WILL BE CONSIDERED FOR MAKE-UP CLASSES, PROVIDED THE STUDENT COMMUNICATES WITH THEIR INSTRUCTOR AND/OR THE SCHOOL.** (The school telephone number is listed on our website and in our letterhead.)

**EMERGENCIES WOULD BE CONSIDERED: SUDDEN ILLNESS, EMERGENCY ILLNESS OF A FAMILY MEMBER, AUTOMOBILE ACCIDENT, OR OTHER SITUATION THE DIRECTOR AND/OR YOUR INSTRUCTOR DEEM APPROPRIATE.**

**TARDIES:** The student will be considered tardy ten minutes after the start of class, whether virtual or in-person. Leaving class more than ten minutes early counts as early departure. Three tardies or early departures or the combination thereof will constitute a full unexcused absence.

**MAKE-UP POLICY:** When a student is absent from a class for extenuating circumstances, the student may request make-up of academic work in writing to the instructor. Upon approval by the instructor, the student may make up the academic work that is comparable to what was completed in the classroom. The instructor may assess the work and assign a grade that is appropriate. Whether or not to apply deduction of grade for late work is at the discretion of the instructor in fairness to the rest of the class.

A student may request make-up of missed attendance when the absence had been caused by extenuating circumstance and the instructor had been given prior notice of the unavoidable absence. The student must request the make-up of attendance in writing to the instructor. Once approved, the student must make arrangement with the instructor to do the make-up on campus, and the learning activities during the make-up session must be comparable to those during the regular class. In aggregate, make-up of attendance time may not exceed 10% of the total class hours of the course.

## CANCELLATION OR RESCHEDULING OF CLASS

Should a need to cancel or reschedule a class arise, the student will be notified in advance as to when the make-up class will be held. All efforts will be made to reschedule a class at a time comparable to the original class time and day. To remain prepared, the student should continue finishing assignments on their own.

## LEAVE OF ABSENCE AND WITHDRAWALS

Should it become necessary, due to circumstances beyond the student's control, that the student MUST discontinue classes for a BRIEF period of time, the student must submit written request with supporting documentation, including the reason for the absence and the effective dates. An attending Physician's statement is necessary for all medical reasons. Your tuition status will be discussed with you at the time of termination with Director.

## Voluntary Withdrawal/Leave of Absence

It takes a great commitment to complete a postsecondary education program. Sometimes life circumstances happen and pose challenges for a student to complete a program. When such unexpected and unfortunate situation arises, the student is encouraged to discuss the

circumstance with a school administrator so that the situation can be assessed and interventions may be explored to help the student overcome the challenging circumstance. Should it become a must that the student stops attending school for a period of time, the student has two options. If the circumstance meets one of the criteria for a Leave of Absence (LOA), the student may request an LOA and provide supporting documentation thereof (see paragraph below). If the circumstance does not meet one of the criteria for a LOA, the student may request to withdraw from the program and the school by writing a letter to the school or calling the school to complete the withdrawal process. The request must clearly indicate the date of withdrawal, the reason for the withdrawal, and a potential future date for returning to school. It is the responsibility of the student to officially withdraw, in writing, from the classes or program in order to obtain a refund or credit. Students who withdraw for health reasons must have physician clearance before a return to the program is considered.

## Leave of Absence

Students who need to interrupt their program of study because of a medical condition, for a Family Medical Leave Act (FMLA) circumstance, active military service, jury duty obligation, or other severe or unanticipated personal circumstance may make an application for a Leave of Absence. Students experiencing these types of circumstances should meet with the School Director or other designated administrator to discuss the need to temporarily interrupt their education and take a Leave of Absence (LOA).

The following are the criteria for making application and approving a Leave of Absence:

- The request and reason(s) for the Leave of Absence must be made by the student in writing on a Leave Request Form.
- The applicant for a LOA must be able to resume his or her training at the same point where the training was interrupted.
- The applicant for the LOA should have successfully completed at least one grading period, have a minimum cumulative GPA of 2.0, be making Satisfactory Academic Progress, and be current in his or her tuition and fees obligation.
- The leave period requested should be no more than 90 days; however, in certain semester-based programs, the initial LOA request may be extended to 120 days. If the student requires an extension of the original leave period requested, the student must apply for an extension and document the need. The request for extension will follow the same approval process as the original request, which requires the written approval from the School Director. The School cannot extend the period of leave originally requested without a written request from the student (or family member if the student is incapacitated) that includes third-party supporting documentation. In any 12 month period, the cumulative leave period(s) may be no longer than 180 days.
- The applicant for a leave must confirm that the applicant understands and agrees that if he or she fails to return to active class attendance at the approved end date of his or her Leave of Absence, that his or her enrollment may be terminated.
- For students enrolled in a credit hour program, a LOA should be requested prior to the first scheduled class day of a term or module; however, in certain documented, unforeseen and severe circumstances, a student may find it essential to request a LOA after a term or module

has started. The institution is not required to approve this type of LOA request; however, if the institution grants this type of LOA request, the student will be considered as not having started the term or module, and all tuition and fees charges for the term or module will be removed for the term or module, and all tuition and fees payments specifically designated for the term or module will be refunded to the source of the payment. The only exception to this requirement would be a book, uniform or similar item where the item had been provided and used by the student and the item(s) cannot be accepted as a return for full credit.

- For students enrolled in a clock hour program, the student may request and may be granted an LOA that begins at any point in his/her program of study and may be approved to return to his/her clock hour based program of study at any point in the program that the institution determines is academically appropriate.
- A student, who is granted a LOA in a credit hour program, may only return at the beginning of a term or module.

The applicant for a Leave of Absence will be notified by the School Director if his or her application for a Leave of Absence has been approved. If the leave is approved, the student will also be notified of the approved return date and any other conditions required of the student.

## Involuntary Withdrawal

Norcross Institute's faculty and administration make every effort to help students who experience difficulty in adjusting to the program and its requirements. However, faculty may recommend withdrawal of a student. The School Review Board reserves the right to dismiss any student whose health, conduct, including excessive absenteeism, or level of achievement does not meet the standards essential to the individual's performance as a student. The student will be afforded due process in the event of such an occurrence.

Students who withdraw from a course prior to midterm will receive a grade of "W" on the permanent record. Students who withdraw from a course after midterm will receive a grade of "F" unless medical or extenuating circumstances exist as determined by the Program Director and the School Director at the time of withdrawal. This "F" will count as a failed course and will be figured into the SAP calculation both qualitatively and quantitatively.

Any student who fails to attend class for 14 consecutive calendar days will be involuntarily withdrawn from the Institute with or without cause.

## Readmission of Withdrawn Students

A student who is eligible to return to the program must submit a letter requesting readmission to the School Administrator. Written request for re-entry must be no later than 60 days prior to the start of the semester. The letter of request must include reason for seeking readmission, date of admission desired, statement of academic and personal activities since term of withdrawal, if applicable, transcripts for any schools attended subsequent to withdrawal. The

School Review Board, consisting of the School Director, Program Director and an instructor or other school official, will make the decision regarding readmission and will promptly notify the applicant of the decision. Outstanding financial obligations (if any) must be resolved before readmission to the program.

## REFUND POLICY

Due to limited class size, a strict refund policy is in effect at Norcross Institute of Allied Health. It is the responsibility of the student to officially withdraw, in writing, from the classes or program in order to obtain a refund or credit.

1. A student may terminate from a program by submitting written notification of withdrawal to NIAH. The official withdrawal date will be the date that a written notification is received. All refunds will be calculated based on the official withdrawal date and total tuition paid at time of withdrawal. Refunds will be made within 45 days from receipt of written notification.
2. Written notification includes letters sent by mail, fax or e-mail sent to the Administrative office. The date used for refund purposes will be the date the document is received.
3. If a student is involuntarily withdrawn for cause, such as excessive absenteeism, the date used for calculation of tuition and/or refund shall be the last day of attendance.
4. Application fees are non-refundable, unless cancelled within 3 business days. Special ordered items or used items that cannot be resold are also non-refundable.
5. Students who request cancellation within 3 days after signing a student contract and prior to first day of class will be refunded 100% of all monies paid.
6. For a student requesting cancellations more than 3 business days after signing the contract, the tuition to be refunded shall be pro-rated.
7. For a student completing more than 50% of instructional time, the school will not give a refund.
8. Any student who is dismissed for breach of any part of the enrollment agreement or student guidelines will be refunded by the same calculations above.
9. In the event that NIAH has to cancel a program or make substantive changes to a scheduled program, NIAH will make arrangements in a timely manner to accommodate the needs of each student enrolled in the program, OR will refund all money paid by the student for the program of study or course if alternative arrangements determined by NPEC to be equitable to both the institution and the student are not possible.

## CLINICAL ROTATIONS (Externships)

Norcross Institute of Allied Health is affiliated with hospitals, clinics and private medical practices at which our students will complete their clinical requirements. Clinical and externship course are mandatory for all programs. Clinical rotations are held during the regular business hours of the clinical site. Therefore, students must keep the possibility of having to adjust their scheduled work hours or child care for this in mind. All students must exhibit an attitude of maturity and responsibility toward their clinical assignment and experiences. Each clinical affiliate expects the student to provide high quality patient services, to attend regularly, to be punctual, and to work with initiative and enthusiasm. NIAH students are expected to be an asset to the team and not simply focused on obtaining competency check-offs. Students must obtain instructor permission for these externships. During these rotations, students gain valuable experience in their particular area, as well as learning how to interact appropriately with the patients, their family members and fellow healthcare professionals. During all clinical rotations, students will work under the supervision of qualified and certified healthcare professionals.

## SONOGRAPHY REGISTRY INFORMATION

American Registry for Diagnostic Medical Sonography (ARDMS) and Cardiovascular Credentialing International (CCI) are the two registry organizations for sonographers. Echocardiography and Vascular Technology students may take the CCI exam for their chosen registry upon graduation. After successful completion of Ultrasound Physics or attendance at one of the many physics workshops available throughout the year, students can take the ARDMS Sonography Principles and Instrumentation (SPI) exam. Graduates are eligible to take specialty registry exams with ARDMS after working as a sonographer for one year.

## TECHNICAL STANDARDS

Norcross Institute of Allied Health accepts students who are highly qualified for its programs. To be considered for admittance you should exhibit strong qualifications for the health profession you wish to pursue. Applicants to programs must possess the following general qualities:

- Critical thinking skills
- Sound judgment
- Emotional stability and maturity
- Empathy for others
- Physical and mental stamina
- Ability to learn and function in a variety of settings

In addition to the general standards described above, some of the programs require the following physical abilities:

- Lift more than 50 pounds routinely.
- Push and pull routinely.



- Kneel or squat routinely.
- Have full use of both hands and wrists.
- Adequately view images, including color distinctions.
- Distinguish audible medical instrument signals.
- Work standing 80 percent of the time.
- Care for and communicate effectively with patients.
- Assist patients on and off examining tables.
- Communicate effectively with staff.
- Accurately perform the sequential steps required.

You must be able to perform the essential functions of the profession and meet the standards of the curriculum. To seek exceptions to these standards or reasonable accommodations, you should initiate a request with the Program Director and/or the School Director. When a student cannot meet one or more of the standards, the School Review Board will assess the situation and determine whether or not a student should be allowed to enroll or continue in the program.

## SCANS COMPETENCIES

In 1991, the Secretary of the U.S. Department of Labor established the Secretary's Commission on Achieving Necessary Skills (SCANS). The Commission found that "current and future employees will have to read well enough to understand and interpret diagrams, directories, correspondence, manuals, records, charts, graphs, tables, and specifications."

Integration of the SCANS competencies in both academic and vocational/technical classes will help to prepare students to function more effectively in high school, in college, and in the high-level technological workplace. The knowledge identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid academic or job performance. SCANS competencies and examples applicable to NIAH's educational programs are shown in the following table:

### **All Students**

- A. Exercise discretion and judgment in the performance of services.
- B. Demonstrate appropriate communication skills with patients and colleagues.
- C. Act in a professional and ethical manner.
- D. Provide patient education related to medical techniques and promote principles of good health.
- E. Protect the patient's right to privacy.
- F. Maintain confidentiality.

G. Perform within the scope of practice.

H. Understand the fundamental elements for implementing a quality assurance and improvement program and the policies, protocols, and procedures for the general function of the ultrasound or medical laboratory.

Recognize the importance of continuing medical education.

<b>SCANS</b>	<b>Competencies</b>	<b>Examples</b>
1.0 Resources	1.1 Manages Time 1.4 Manages Material and Facility Resources	Completes all assignments within specified time frame; maintains appropriate attendance in all courses; uses appropriate amounts of supplies in performing sonographic studies.
2.0 Interpersonal	2.1 Participates as a Member of a Team 2.3 Serves Clients/Customers 2.6 Works with Cultural Diversity	Participates with the on-site clinical instructor and other members of the health care team to provide optimum patient care. The sonography student communicates appropriately and effectively at all times with patients, families, staff, sonographers and physicians in the clinical setting.
3.0 Information	3.1 Acquires and Evaluates Information 3.2 Organizes and Maintains Information	Correlates patient history, laboratory data, related studies and surgical procedures to the performance of the ultrasound exam; recognizes incorrect exam orders and alerts staff sonographer. Produce a written technical report of sonographic findings, appearances and/or measurements as required.
4.0 Systems	4.1 Understands Systems 4.2 Monitors and Corrects performance	Applies technical settings using ultrasound machine controls to produce diagnostic quality images. Self-critiques images and views; adjusts imaging parameters as needed to produce diagnostic quality exams.

5.0 Technology	5.1 Selects Technology 5.2 Applies Technology to Talk	Selects appropriate transducer and software settings for required sonographic exam. Uses appropriate technical and medical terms.
6.0 Basic Skills	6.1 Reading 6.2 Writing 6.4 Mathematics 6.5 Listening 6.6 Speaking	Completes writing assignments and Internet searches of assigned topics. Able to perform calculations required in ultrasound physics and specialty courses. Able to interview patient to obtain information and history as related to the sonographic examination. Able to provide verbal reports on sonographic findings using clear and concise English language.
7.0 Thinking Skills	7.2 Decision Making 7.3 Problem Solving 7.4 Mental Visualization 7.5 Knowing How to Learn 7.6 Reasoning	Correlates patient information and patient condition with the requirements for the diagnostic ultrasound exam; adjusts scanning techniques as needed. Correctly identify pathological conditions demonstrated on sonographic images and adapts exam as needed. Creates a study plan and seeks assistance with educational goals as needed. Decide which formulas to apply given various parameters.
8.0 Personal Qualities	8.1 Responsibility 8.2 Self-esteem 8.3 Sociability 8.4 Self-management 8.5 Integrity/Honesty	Manage personal time and activities as not to interfere with lecture or lab class sessions, assignments or activities. Identifies and acknowledges scanning strengths and weaknesses. Displays enthusiasm for profession; displays a pleasant demeanor in all settings. Maintains confidentiality of personal and clinical information. Complies will all ACC, Program and Clinical

		Affiliate policies, procedures and rules.
<b>Categories of Essential Functions</b>	<b>Definition</b>	<b>Example of Sonography Technical Standard</b>
Observation	Ability to participate actively in all demonstrations, laboratory exercise, and clinical experiences in the professional program component and to assess and comprehend the condition of all clients assigned to him/her for examination, diagnosis, and treatment. Such observation and information usually require functional use of visual, auditory, and somatic sensations.	Adequately view sonograms, including color distinctions Recognize and interpret facial expressions and body language Distinguish audible sounds from both the patient and the ultrasound equipment (Doppler) Recognize and respond to soft voices or voices under protective garb
Communication	Ability to communicate effectively in English using verbal, non-verbal and written formats with faculty, other students, clients, families and all members of the healthcare team.	Able to elicit information and assess non-verbal information Accurately transmit information to patients, staff, fellow students, and other members of the health care team Receive/comprehend, write, and interpret verbal and written communication in both the academic and clinical settings
Motor	Sufficient motor ability to execute the movement and skills required for safe and effective care and emergency treatment	Lift more than 50 pounds routinely Push and pull, bend and stoop routinely Move, adjust, and position patients and equipment Have full use of both hands, wrists and shoulders. Dexterity to manipulate transducer and control panel simultaneously Work standing 80% of the time
Intellectual	Ability to collect, interpret and integrate information and make decisions.	Read and comprehend relevant information in textbooks, medical records, and professional literature Retain and apply information Measure, calculate, reason, analyze, and synthesize Organize and accurately perform the individual steps in a sonographic procedure in

		the proper sequence and within required time frame Apply knowledge and learning to new situations and problem-solving scenarios
Behavioral and Social Attributes	Possess the emotional health and stability required for full utilization of the student's intellectual abilities, the exercise of good judgment, the prompt completion of all academic and patient care responsibilities and the development of mature, sensitive, and effective relationships with clients and other members of the health care team. Possess the ability to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical settings with patients.	Manage heavy academic schedules and deadlines Perform in fast paced clinical situations. Able to remain calm and focused during instruction for and performance of sonographic exams Display flexibility and adaptability Demonstrate professional conduct at all times

The goals of the NIAH Allied Health Programs are to respond to the expectations of the community. Achievement of these goals is assessed through annual Program outcome data (graduate and employer surveys, exam pass rates, and employment rates). The faculty will review outcome reports annually and make recommendations for changes to the curricula if outcomes do not meet benchmark levels. On-going assessment of course content and structure is performed by the faculty through the use of end-of-course exams.

1. Prepare competent entry-level technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Produce skilled medical professionals who actively apply accepted principles and techniques within their fields of study throughout their careers.
3. Produce graduates eligible to apply, take and pass the certification examinations of their particular profession upon completion of the program.
4. Maintain high academic and professional standards in students and graduates.
5. Maintain standards for program accreditation.
6. Provide for student retention during the program through using a variety of methods and resources.
7. Serve as a resource for the clinical agencies in the metropolitan Atlanta area.

## STUDENT SERVICES

All students are eligible to access the student services we have available. We want all our students to succeed in their careers, and we hope that the assistance we provide will make the journey easier. Please contact the office for more information about these services:

- Tutoring
- Academic Advising
- Career Advising
- Placement Assistance
- Accessibility for Students with Disabilities

## TRANSCRIPTS AND OTHER PAPERWORK

Official and unofficial transcripts may be requested by the student by phone, mail, or e-mail at any time. Please note that it may take up to five business days to process requests.

## PLACEMENT AND CAREER SERVICES

Norcross Institute offers a variety of personalized career services to current students and graduates. We offer a range of job search strategies such as:

- Interview tips
- Information about career fields and employment outlook
- Resumé and cover letter assistance

- Individual career coaching targeted specifically to the student and his or her goals on topics including resumé development, professional etiquette and interviewing techniques
- Assist graduates in job placement with various hospitals

We also offer help on how to utilize various online employment websites for students and graduates, including E-Hire, which can send students job leads within a 50-mile radius of their zip code, specific to their certification.

We work directly with employers to help provide exposure to our highly qualified students and graduates. Our goal is to align current students and graduates with employers and open positions that match their qualifications through our Employer Partnership Program. The school does **not** guarantee jobs to graduates upon program completion or upon graduation.

Internships emphasize on-the-job training to further enhance an individual's experience in a particular field or industry. NIAH provides a collection of internship resources and works with employers directly to offer our students and graduates internship opportunities.

## REQUEST FOR ACCOMMODATION

A student with a professionally diagnosed learning disability may disclose such information during the admissions process and/or after matriculation into a program and request reasonable accommodation. Such a request must be made in writing to the School Director and supported by third-party documentation from a licensed professional. Student must provide specific accommodations in the request. Upon review of the request, the Institute will make a formal decision and notify the student of the Institute's decision, including specific stipulations on accommodations granted. Should the requested accommodation be not granted, the Institute will provide its rationale for not granting the accommodation.

## UNIFORM AND ID BADGE

It is mandatory that students wear their school uniform and ID badge whenever they attend class. They must have the uniform and badge on prior to entering the facility. The first school ID badge is at no additional cost to the student. However, there is a \$5 charge for replacement cost for a lost ID badge.

## CELL PHONE

Norcross Institute prohibits student from using cell phones, pagers, or similar communication devices in classrooms and laboratory areas. Exceptions to this policy, due to special circumstances, shall be at the discretion of the instructor and/or Program Director.

Violations of the Cell Phone Use Policy in any of the areas listed above may lead to formal charges of academic dishonesty, class disruption or other charges deemed appropriate and plausible for the situation.

## ACADEMIC INTEGRITY

All incidences of academic dishonesty and violations of academic integrity will be disciplined. Such acts cannot be listed exhaustively but examples include:

- Cheating
- Plagiarism - Submission of the work of another person for credit, or failure to properly cite references for any work which is not original to the student; copying the work of others, allowing another student to copy from the student
- Unauthorized use of notes or materials in exams, including talking to other students
- Forging or altering assignments
- Un-permitted collaboration, giving or receiving aid on a take home exam, or other academic assignment under circumstances in which a reasonable person should have known that such aid was not permitted
- Allowing others to copy or use work that is not his or her own
- Providing answers from graded assignments to others

The institute has established this policy to ensure due process in such cases. State and federal laws involving computer fraud, software piracy, etc., as well as institution policy, govern the use of the school's computer systems. Special regulations are set to relate to Internet usage other than in support of research and educational objectives.

If a student is found to be guilty of dishonesty, cheating or plagiarism, the instructor may refuse to accept the assignment or work for credit, or may assign a grade of "F" or zero for the work and may assign a grade of "F" or zero for the course. The student will be suspended from Norcross Institute of Allied Health immediately.

## NO CHILDREN ALLOWED

For the safety of children and for the protection of students, instructors and staff, children are prohibited from entering the school facility. Students with children must arrange for childcare outside the school while attending classes.

## COPYRIGHT PROTECTION

Students will be held accountable for failure to comply with Federal copyright and criminal laws forbidding the copying or alteration of copyright-protected materials such as computer programs, music, movies, photographs, or written materials and are expected to report violations if they become aware of them.



## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

An education record is defined as files, materials or documents that contain information directly related to a student. The Institute maintains education records. Education records are supervised by the Office Manager and access is afforded to officials for purposes of recording grades, attendance, and advising.

All students attending this post-secondary shall have the right to inspect, review and challenge their academic records; including grades, attendance, advising and any additional information contained in their education record. Students may request a review of their records by writing the School Director at the address in this Catalog. Requests for review will be granted within 45 days. The review will be allowed during regular business hours under appropriate supervision. Students may also obtain copies of their records for a nominal charge.

Students may challenge the record for purposes of correcting or deleting any of the contents. The challenge must be made in writing with the reason for the requested change stated fully. Attendance, grades, and course evaluations can be challenged only on the grounds that they are improperly recorded. If, after the hearing, the School Review Board decides not to amend the record, the student has the right to place on file a statement setting forth his or her view of the contested information.

Generally, the Institute must have on file written permission in order to release any information from the student's educational record, other than directory information as defined in the next paragraph. As a post-secondary educational institution, parental access to students' records will not be allowed without prior consent. The Institute may disclose educational records without consent to any of the following:

- Parents of a student who is a dependent for tax purposes
- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for the purposes of audit or evaluation
- Organizations conducting certain studies for or on behalf of the Institute's accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in the case of health and safety emergencies
- State and local authorities within the juvenile justice system, pursuant to state-specific law

Directory information includes the student's name, address, telephone number, birth date, program undertaken, honors and awards, and dates of attendance. This directory information may be disclosed without the consent of the student unless the student specifically requests that the information not be released. The Institute requires students to present such a request in writing at the time of enrollment. Written consent is required before education records may be disclosed to third parties with the exception of the accrediting commissions and government agencies so authorized by law.

## GRIEVANCE PROCEDURE

A grievance is a claim, a complaint, or an expression of concern made by a student regarding any aspect of his or her educational experience including misapplication of campus policies, rules, regulations, and procedures, or unfair treatment, such as coercion, reprisal, or intimidation by an instructor or other campus employee.

Other possible issues a student may file a complaint about:

- Disciplinary action taken for a violation of student conduct standards
- Admissions decisions
- Tuition and fees matters
- Financial policies, including satisfactory academic progress
- Educational policies, procedures, and grading concerns

Students should initially discuss the grievance with their Instructor or Program Director within fourteen (14) calendar days of the time of the instance. The Instructor or Program Director then has three (3) business days in which to respond. The form for filing grievance or complaints is at the front office of the Institute and may be requested at any time. NIAH will make every attempt to address and resolve all complaints in a timely manner.

Any student who files a grievance, receives a response to their initial complaint and wishes to appeal that decision, should escalate the grievance within three (3) business days to the School Director, who will make a final determination within three (3) business days, in accordance with the Grievance Policy of NIAH. Should that decision not resolve the grievance to the satisfaction of the student, only then may the student contact the Institute's State authorizing agency:

**Georgia Nonpublic Postsecondary Education Commission (GNPEC)**  
**2082 East Exchange Place, Suite 220**  
**Tucker, Georgia 30084**  
**Telephone: 770-414-3300**  
**Fax: 770-414-3309**

Students may only appeal to GNPEC after completion of the institutional appeal process. Complaints may be made on the following website:

<https://gnpec.georgia.gov/student-resources/complaints-against-institution>

## DEFINITIONS AND FORMULAS APPLICABLE TO CREDIT HOURS

The following are used in calculating credit hours:

Semester – Considered to be a minimum of 15 to 16 weeks. Our semester is 16 weeks long.

Semester Credit Hour – one lecture hour per week or a total of 16 hours per semester credit hour; two lab hours per week or a total of 32 hours per semester credit hour; three clinical or externship hours per week or a total of 48 hours per semester credit hour.

Out-of-Class Hours – In a semester credit program, 2.5 out-of-class preparation hours for each credit hour is expected for lecture and lab courses. For example, for a 3 credit hour course, 7.5 out-of-class preparation hours are expected per week, or 112.5 hours per semester. Out-of-class preparation hours are not expected for clinical or externship courses.

## ADDITIONAL COSTS FOR PROGRAMS

Besides the cost of tuition, other items that must be considered as part of the cost of attendance include:

Application Fee	\$50
Lab Fee	\$200 - \$2,000
Uniform	\$35
Textbooks*	\$70 - \$876 (estimated)
National Board Exam*	\$109 - \$400

Complete charges for each program are included with the program descriptions in the following pages.

*\*Fees paid directly to a third-party*

## **PROGRAM DESCRIPTIONS**

 **DEGREE PROGRAMS** 

 **BRIDGE PROGRAMS** 

 **CERTIFICATE PROGRAMS** 

## Diagnostic Medical Sonography

Length: 79 Semester Credits; 96 Instructional Weeks

Credential Awarded: Associate of Applied Science Degree

Mode of Delivery: Hybrid

ENG 101 & PSY 201 are offered online only

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$26,000	Textbooks (approx.)	\$876
Application Fee	\$50	National Board Exam	\$400
Lab Fee	\$2,000		
Uniform	\$35		
<b>Total:</b>	<b>\$28,085</b>		

### **Objective**

The program's goal is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be able to achieve, at a minimum, the following objectives:

- Graduates of this program will be technically proficient, being able to consistently produce images of high diagnostic quality.
- Graduates of this program will demonstrate problem solving, critical thinking skills and communication skills.
- Graduates of this program will provide consistent, high quality patient care.
- Graduates of this program will consistently manifest a professional attitude and adhere to the SDMS Code of Ethics.
- Graduates of this program will be successfully employed in an entry-level position.

### **Description**

This program is designed to produce sonographers who demonstrate competency in the use of ultrasound to create images of structures inside the human body that are utilized by physicians to make a medical diagnosis. It yields dedicated sonographers who value learning and adhere to the Code of Ethics set forth by the Society of Diagnostic Medical Sonography.

### **Clinicals (Externship)**

A clinical (externship) course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required 800 clinical hours and other related learning activities prior to graduation. Students are not paid for work performed at the clinical site.

## **Credentialing Exams**

There are two credentialing organizations for sonographers, ARDMS and CCI. Echocardiography and Vascular Technology graduates are eligible to take the Cardiovascular Credentialing International exam. After successful completion of Ultrasound Physics or attendance at one of the many physics workshops available throughout the year, all students can take the ARDMS Sonography Principles and Instrumentation (SPI) exam. Graduates are eligible to take specialty registry exams with ARDMS after working as a sonographer for one year.

## **Career Opportunities**

Graduates are prepared for careers in hospitals, outpatient imaging centers, doctor's offices, clinics and mobile diagnostic ultrasound services, as General Sonographers, Ob/Gyn Sonographers, Echocardiographers or Vascular Technicians.

## **Plan of Study**

### **Echocardiography and Vascular Technology (Cardiovascular)**

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credits</b>
BIO 193	Anatomy & Physiology I & Chemistry	3
BIO 194	Anatomy & Physiology II	3
MAT 103	College Algebra	3
ENG 101	English (Online)	3
BIO 185	Medical Microbiology	3
PSY 201	Psychology (Online)	3
AHS 105	Medical Ethics	2
AHS 109	Medical Terminology	2
PAT 101	Medical Pathology	3
AHS 104	Introduction to Patient Care	2
CMP 101	Introduction to Computer Technology	2
SON 101	Intro to Sonography	2
SON 102	Sonographic Cross-Sectional Anatomy	2
SON 103	Ultrasound Physics I	3
SON 104	Ultrasound Physics II	3
SON 231	Echocardiography I	3
SON 231L	Echocardiography Lab I	2
SON 232	Echocardiography II	3
SON 232L	Echocardiography Lab II	2
SON 221	Vascular Sonography I	3
SON 221L	Vascular Sonography Lab I	2
SON 222	Vascular Sonography II	3
SON 222L	Vascular Sonography Lab II	2

SON 245	Registry Review	3
SON 250	Clinical Rotation	17
	<b>Total</b>	<b>79</b>

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## **Abdomen and OB/GYN Sonography (DMS)**

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credits</b>
BIO 193	Anatomy & Physiology I & Chemistry	3
BIO 194	Anatomy & Physiology II	3
MAT 103	College Algebra	3
ENG 101	English (Online)	3
BIO 185	Medical Microbiology	3
PSY 201	Psychology (Online)	3
AHS 105	Medical Ethics	2
AHS 109	Medical Terminology	2
PAT 101	Medical Pathology	3
AHS 104	Introduction to Patient Care	2
COM 101	Introduction to Computer Technology	2
SON 101	Intro to Sonography	2
SON 102	Sonographic Cross-Sectional Anatomy	2
SON 103	Ultrasound Physics I	3
SON 104	Ultrasound Physics II	3
SON 201	Abdomen I	3
SON 201L	Abdomen Lab I	2
SON 202	Abdomen II	3
SON 202L	Abdomen Lab II	2
SON 211	OB/GYN I	3
SON 211L	OB/GYN Lab I	2
SON 212	OB/GYN II	3
SON 212L	OB/GYN Lab II	2
SON 240	Registry Review	3
SON 250	Clinical Rotation	17
	<b>Total</b>	<b>79</b>

## BRIDGE PROGRAMS

### AAS – BS DMS Bridge Program

Length: 30 Semester Credits; 48 Instructional Weeks

Credential Awarded: Bachelor of Science

Mode of Delivery: Hybrid

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$18,000	Textbooks (approx.)	\$750
Application Fee	\$50		
Lab Fee	\$200		
Uniform	\$35		
<b>Total:</b>	<b>\$18,285</b>		

### **Objectives**

The Bachelor's Degree Program will add value to the student's career by augmenting the skills already learned and encompassing new skills, to enable the student to excel in their chosen career.

### **Description**

This program is designed for students who have already completed their Associate's Degree in Sonography and would like to further their education in this field. The courses offered are designed to increase leadership abilities, the confidence to use analytical skills and reasoning in clinical practice, and to help the student stay competitive and marketable in the future.

### **Career Opportunities**

A Bachelor's Degree in Diagnostic Medical Sonography will help the Sonographer in their career by opening opportunities to advance in imaging departments in managerial roles, or branch out into sales and marketing, research, or teaching. Holders of this degree can expect to be more "marketable", be more flexible when new job opportunities arise, and improve their sonographic skills to better care for their patients.



## **AAS – BS DMS**

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credits</b>
DMS 410* OR DMS 415*	Survey of General Sonography OR Survey of Cardiovascular Sonography	3
DMS 420	Advanced Sonography I with Lab	3
DMS 425	Advanced Sonography II with Lab	3
DMS 430	Health Systems Science	3
DMS 440	Statistics for Health Research	3
DMS 445	Health Research Methods	3
DMS 450	Law and Ethics in Healthcare	3
DMS 470	Management Principles for Imaging Professionals	3
DMS 490	Social Issues in Health Care	3
DMS 550	Capstone	3
	<b>Total</b>	<b>30</b>

\*Note: DMS 410 AND 415 are developed for sonographers who did not study all modalities during their associate degree program. They are not required for students who have studied Abdomen, Obstetrics and Gynecology, Vascular AND Echocardiography. This is a critical course that must be completed before taking Advanced Sonography course (DMS 420).

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## RN – BSN Bridge Program

Length: 33 Semester Credits; 48 Instructional Weeks

Credential Awarded: Bachelor of Science in Nursing

Mode of Delivery: Online

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$18,000	Textbooks (approx.)	\$730
Application Fee	\$50		
Lab Fee	\$200		
Uniform	\$35		
<b>Total:</b>	<b>\$18,285</b>		

### **Objectives**

The Bachelor's Degree Program will add value to the student's career by augmenting the skills already learned and encompassing new skills, to enable the student to excel in their chosen career.

### **Description**

This program is designed for students who have already completed their Associate's Degree in Nursing and would like to further their education in this field. The courses offered are designed to increase leadership abilities, the confidence to use analytical skills and reasoning in clinical practice, and to help the student stay competitive and marketable in the future.

### **Career Opportunities**

Graduates of this program will be able to advance in their careers more quickly, have more choice and a wider range of specialties to choose from, be more "marketable", enter management and leadership positions, and enjoy higher job security, and see improved patient outcomes.

### **Delivery**

All courses for this program are administered online.

## RN – BSN Bridge Program

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credits</b>
NRS 410	Professional Nursing	3
NRS 420	Health Promotion	3
NRS 430	Health System Science	3
NRS 440	Statistics for Health Research	3
NRS 445	Health Research Methods	3
NRS 450	Law and Ethics in Healthcare	3
NRS 460	Pathophysiology	3
NRS 470	Principles for Nursing Leadership and Management	3
NRS 480	Nursing Perspectives and Trends	3
NRS 490	Social Issues in Health Care	3
NRS 500	Nursing Capstone	3
	<b>Total</b>	<b>33</b>

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## CERTIFICATE PROGRAMS

### Diagnostic Medical Sonography

Length: 50 Semester Credits; 72 Instructional Weeks

Credential Awarded: Certificate

Mode of Delivery: Residential

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$18,000	Textbooks (approx.)	\$565
Application Fee	\$50	National Board Exam	\$400
Lab Fee	\$2,000		
Uniform	\$35		
<b>Total:</b>	<b>\$20,085</b>		

### **Objectives**

The goal of this program is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. For students who are already registered sonographers, this program will add value to the student's career by augmenting the skills already learned and encompassing new skills, to enable the graduate to excel in their chosen career. Graduates will be able to achieve, at a minimum, the following objectives:

- Graduates of this program will be technically proficient, being able to consistently produce images of high diagnostic quality.
- Graduates of this program will demonstrate problem solving, critical thinking skills and communication skills.
- Graduates of this program will provide consistent, high quality patient care.
- Graduates of this program will consistently manifest a professional attitude and adhere to the SDMS Code of Ethics.
- Graduates of this program will be successfully employed in an entry-level position.

### **Description**

This program is **only** for students who already have a Bachelor's Degree, an Associate's Degree in an Allied Health field, or ARDMS or CCI Registry. You may choose from General Sonography, including Abdomen and Obstetrics & Gynecology Sonography, OR Cardiovascular Sonography, including Vascular Technology and Echocardiography.

## Clinicals (Externship)

A clinical (externship) course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required clinical hours and other related learning activities prior to graduation. Students are not paid for work performed at the clinical site.

## Credentialing Exams

There are two credentialing organizations for sonographers, ARDMS and CCI. Echocardiography and Vascular Technology graduates are eligible to take the Cardiovascular Credentialing International exam. After successful completion of Ultrasound Physics or attendance at one of the many physics workshops available throughout the year, all students can take the ARDMS Sonography Principles and Instrumentation exam. Graduates who hold a Bachelor's degree or sonography registry are immediately eligible to take specialty registry exams with ARDMS.

## Career Opportunities

Graduates are prepared for careers in hospitals, outpatient imaging centers, doctor's offices, clinics and mobile diagnostic ultrasound services, as General Sonographers, Ob/Gyn Sonographers, Echocardiographers or Vascular Technicians.

## Cardiovascular Diagnostic Medical Sonography Certificate

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credits</b>
SON 101	Intro to Sonography	2
SON 102	Sonographic Cross-Sectional Anatomy	2
SON 103	Ultrasound Physics I	3
SON 104	Ultrasound Physics II	3
SON 231	Echocardiography I	3
SON 231L	Echocardiography Lab I	2
SON 232	Echocardiography II	3
SON 232L	Echocardiography Lab II	2
SON 221	Vascular Sonography I	3
SON 221L	Vascular Sonography Lab I	2
SON 222	Vascular Sonography II	3
SON 222L	Vascular Sonography Lab II	2
SON 245	Registry Review	3
SON 250	Clinical Rotation	17
	<b>Total</b>	<b>50</b>

## **General Diagnostic Medical Sonography Certificate**

<b>Course Number</b>	<b>Course Title</b>	<b>Semester Credits</b>
SON 101	Intro to Sonography	2
SON 102	Sonographic Cross-Sectional Anatomy	2
SON 103	Ultrasound Physics I	3
SON 104	Ultrasound Physics II	3
SON 201	Abdomen I	3
SON 201L	Abdomen Lab I	2
SON 202	Abdomen II	3
SON 202L	Abdomen Lab II	2
SON 211	OB/GYN I	3
SON 211L	OB/GYN Lab I	2
SON 212	OB/GYN II	3
SON 212L	OB/GYN Lab II	2
SON 240	Registry Review	3
SON 250	Clinical Rotation	17
	<b>Total</b>	<b>50</b>

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## Clinical Medical Assistant

Length: 760 Clock Hours; 36 Instructional Weeks

Credential Awarded: Certificate

Mode of Delivery: Residential

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$7,000	Textbooks (approx.)	\$200
Application Fee	\$50	National Board Exam	\$139
Lab Fee	\$300		
Uniform	\$35		
<b>Total:</b>	<b>\$7,385</b>		

### **Objective**

Medical Assistants play an important role in performing clinical and administrative tasks that supports the work of physicians and other healthcare professionals. With changes in the healthcare industry and government policies and regulations, the need for well-trained Medical Assistants has grown significantly. The objective of the Clinical Medical Assist program is to provide training for those who wish to work in the clinical areas of health care and enable students to gain knowledge and skills necessary for entry-level employment in a healthcare setting.

### **Description**

The Clinical Medical Assistant program includes clinical health care competencies expected for entry-level clinical medical assistants. Students develop skills that focus on direct patient care and typical clinical and laboratory skills, such as minor clinical procedures, EKG, phlebotomy, injections, and lab screenings. Students also learn to observe Universal Precautions, OSHA regulations, HIPAA requirements, confidentiality, and the legal aspects applicable to any allied health environment.

Duties of medical assistants vary from office to office depending on office location, size, and specialty. In small practices, medical assistants are usually "generalists," handling both administrative and clinical duties. They report directly to an office manager, physician, or other healthcare practitioner. Those in large practices tend to specialize in a particular area under the supervision of a department administrator/practice manager.

### **Externship**

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

## Credentialing Exams

Graduates are eligible to take National Healthcareer Association's (NHA) Certified Clinical Medical Assistant (CCMA) exam.

## Career Opportunities

Upon satisfactory completion of the training, students are prepared to seek entry-level positions as medical assistants performing the typical tasks of a back office medical assistant.

## Plan of Study

### Clinical Medical Assistant

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>
AHC101	Healthcare Fundamentals	60
AHC102	Medical Terminology	60
AHC103	Anatomy & Physiology	60
CMP104	Introduction to Computers	60
CMA105	Clinical Procedures & Techniques	60
AMA106	Electronic Health Records	60
CMA107	Phlebotomy	60
CMA108	Human Diseases & Medication	40
CMA109	Laboratory Procedures & Techniques	60
CMA115	Career Development & Certification	60
CMA150	Externship	180
	<b>Total</b>	<b>760</b>



## Pharmacy Technician

Length: 382 Clock Hours; 24 Instructional Weeks

Credential Awarded: Certificate

Mode of Delivery: Residential

Costs:		Other Costs:	
Tuition	\$7,000	Textbooks (approx.)	\$70
Application Fee	\$50	GA Board of Pharmacy & Background	\$135
Lab Fee	\$300	Certification Exam	\$125
Uniform	\$35		
<b>Total:</b>	<b>\$7,385</b>		

### Important Disclosure

All students must register with the State of Georgia, which includes a mandatory finger-print background check. Failure of this background check will impact your ability to secure employment as a Pharmacy Technician.

### Objective

To prepare the student for an entry-level position as a pharmacy technician who will be able to:

- Describe and understand federal and state laws and regulations associated with the receipt, screening, transcribing or interpreting, and delegation of prescription/medication orders
- Receive telephone, electronic, and faxed prescriptions from prescribers and assess orders for completeness
- Identify the schedule for controlled substance and recognize who has prescribing authority; verify a prescriber's DEA number according to established procedures via the DEA
- Explain how to report a medication error to ISMP, MERP, or FDA MedWatch.
- Knowledge of the profession of pharmacy technology, the health care system, medical ethics and law, HIPAA, and the interaction with patients.
- List and describe methods for achieving and maintaining quality assurance, and the duties and tasks of the pharmacy technician that require quality assurance procedures.

## **Description**

The Pharmacy Technician residential program at NIAH prepares the student to work under the supervision of a registered pharmacist, preparing and dispensing medications. It is designed to prepare students to enter the pharmacy field at an entry level in hospitals, community (retail) pharmacies, or clinics, as well as non-traditional settings. Topics covered include an introduction to pharmacy science, a study of body systems, classifications of drugs, communication skills, math for pharmacy technology and ethics, law and HIPAA rules. Students must register with the State of Georgia Board of Pharmacy which includes a mandatory background check.

## **Externship**

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

## **Credentialing Exams**

Graduates are eligible to take the Pharmacy Technician Certification Board's (PTCB) Certified Pharmacy Technicians (CPhT) exam.

## **Career Opportunities**

Upon successful completion of the program, graduates are prepared to seek entry-level employment in many pharmacy settings, including community, hospital/health system, ambulatory care, military, compounding, online, veterinary, and more.

## **Plan of Study**

### **Pharmacy Technician**

<b>Course Number</b>	<b>Course Title</b>	<b>Clock Hours</b>
Pharm1	General Pharmacy	81
Pharm2	Body Systems	72
Pharm3	Classification of Drugs	36
Pharm4	Basic Sciences for the Pharmacy Tech.	18
Pharm5	Professional Development	15
Pharm CL	Clinical Rotation	160
	<b>Total</b>	<b>382</b>

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## Mental Health Technician Program - Certificate

Length: 176 Clock Hours; 12 Instructional Weeks

Credential Awarded: Certificate

Mode of Delivery: Residential

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$2,200	Textbooks (approx.)	\$70
Application Fee	\$50	Certification Exam	\$109
Lab Fee	\$300		
Uniform	\$35		
<b>Total:</b>	<b>\$2,585</b>		

### Objective

To prepare the student for an entry-level position as a mental health technician who will be able to:

- Demonstrate legal and ethical responsibilities while performing the job duties of caring for and supervising the mental health patient in various types of treatment settings.
- Demonstrate an understanding of safety and security procedures, emergency situations, infection control procedures; demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- Demonstrate and implement knowledge of mental health, mental illness, including substance use/ abuse and addiction, various mental health disorders, observable signs and symptoms and general interventions to be implemented by the mental health technician.
- Participate as a member of a multidisciplinary team in the planning and implementation of care and treatment for individual patients.

### Description

This program provides education and training for individuals who want to work with growing populations of the elderly, people with disabilities, substance abusers and those in need of job training. Social and human service assistants help social workers, health care workers and other professionals provide services to people, assess clients' needs, investigate their eligibility for benefits and services, and help to obtain them.

## Externship

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

## Credentialing Exams

Graduates are eligible to take AMCA's Mental Health Technician Certification (MHTC) exam.

## Plan of Study

### **Mental Health Technician**

<b>Course Number</b>	<b>Course Name</b>	<b>Clock Hours</b>
MHT 1	Mental Health Tech Class	84
MHT LAB	Mental Health Lab	12
MHT CI	Clinical Rotation	80
	<b>Total</b>	<b>176</b>

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## Physical Therapy Aide - Certificate

Length: 176 Clock Hours; 12 Instructional Weeks

Credential Awarded: Certificate

Mode of Delivery: Residential

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$2,200	Textbooks (approx.)	\$95
Application Fee	\$50	Certification Exam	\$109
Lab Fee	\$300		
Uniform	\$35		
<b>Total:</b>	<b>\$2,585</b>		

## Objectives

To prepare the student for an entry-level position as a Physical Therapy Aide who can:

- Identify the roles and job duties performed by a typical physical therapist aide and the personal qualities held by successful aides.
- Demonstrate understanding of the importance of and techniques used in good customer service and effective communication between the aide, the physical therapist, and the patient.
- Show understanding of common physical therapy techniques, including the use of heat and cold modalities, and their effects on the body.
- Use appropriate medical terminology related to body systems and physical disorders in order to communicate accurately with patients and colleagues.
- Show understanding of the importance of a safe health care environment, including potential hazards and fall prevention, and the aide's role in maintaining a clean, safe workplace.

## Description

This residential program is intended to train students for entry-level physical therapy aide positions. It covers topics such as medical terminology, anatomy & physiology, uses of physical therapy, modalities of physical therapy and the administrative role of aides.

## Externship

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

## Credentialing Exams

Graduates are eligible to take AMCA's Physical Therapy Technician Certification (PTTC) exam.

## Plan of Study

### **Physical Therapy Aide**

<b>Course</b>	<b>Course Name</b>	<b>Clock Hours</b>
PTAide	Physical Therapy Aide Lecture	84
PTAide	Physical Therapy Aide Lab	12
PTCL	Clinical Rotation	80
	<b>Total</b>	<b>176</b>

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## Dialysis Technician - Certificate

Length: 322 Clock Hours; 12 Instructional Weeks

Credential Awarded: Certificate

Mode of Delivery: Residential

<b>Costs:</b>		<b>Other Costs:</b>	
Tuition	\$2,200	Textbooks (approx.)	\$95
Application Fee	\$50	Certification Exam	\$250
Lab Fee	\$300		
Uniform	\$35		
<b>Total:</b>	<b>\$2,585</b>		

### Objectives

To prepare the student for an entry-level position as a Dialysis Technician who can:

- Explain various dialysis team members and their functions; define and employ medical terminology related to dialysis
- Recognize and correctly use related terms, marks, abbreviations and symbols related to dialysis
- Understand basic chemistry of body fluids and electrolytes related to dialysis
- Explain the normal functions of the kidney and the disease process that may cause renal failure
- Understand the major signs and symptoms of end-stage renal disease
- Interpret laboratory data for dialysis patients
- Explain the dialysis machine systems and identify equipment parts
- Explain the different types of vascular access to the circulation system
- State the overview of peritoneal dialysis and renal transplantation
- Explain the importance of infection control related to dialysis

### Description

This residential program teaches students how to work with patients and how to use dialysis equipment properly. The program focuses on helping students learn to take vital signs, obtain vascular access, take laboratory blood samples and work comfortably with patients and their families.

## Externship

An externship course is included in this program to provide students with the opportunity to apply their knowledge and skills to real-life situations in a healthcare setting. Students are required to complete the required externship hours and other related learning activities prior to graduation. Students are not paid for work performed at the externship site.

## Credentialing Exams

Graduates are eligible to take the Certified Clinical Hemodialysis Technician (CCHT) exam given by Nephrology Nursing Certification Commission (NNCC).

## Plan of Study

### Dialysis Technician

<b>Course Numbers</b>	<b>Course Title</b>	<b>Clock Hours</b>
HDT 1	Dialysis Class	56
HDT 2	Dialysis Lab	16
HDT CL	Dialysis Clinical	250
	<b>Total</b>	<b>322</b>

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## Course Descriptions

### **General Education Courses**

<b>Course No.</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>ENG 101</b>	<b>English</b>	<b>3</b>
<p>The course is designed to expose students to the theories, skills, and strategies needed to become effective communicators in business and professional settings. Students will learn and practice grammar, critical thinking, conventions of professional writing and speaking. <b>This is an asynchronous course offered online.</b></p>		
<b>MAT 103</b>	<b>College Algebra</b>	<b>3</b>
<p>This course is a functional approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions.</p>		
<b>PSY 201</b>	<b>Psychology</b>	<b>3</b>
<p>This course introduces students to the major theories and concepts in contemporary psychology. Topics covered include the approaches and research methods of psychology, the biological basis of behavior, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology, and mental illness. <b>This is an asynchronous course offered online.</b></p>		
<b>AHS 460</b>	<b>Phlebotomy</b>	<b>3</b>
<p>This course provides theory, demonstrations and practice of medical laboratory techniques, introduces the student to the different equipment used in the field of phlebotomy, advanced infection control, pre-analytical errors to avoid and a lecture on law and ethics pertaining to the profession of phlebotomy.</p>		
<b>CMP 101</b>	<b>Introduction to Computer Technology</b>	<b>2</b>
<p>This course begins with fundamental principles of computer technology. Students will master computer concepts and terminology and work with commonly used applications such as email, word processing, presentation and productivity software. Students will gain skills with this software through assignments and projects. At the end of this course, students will be familiar with the professional applications such as Microsoft Office software and its uses in the workplace.</p>		

# **Allied Health and Applied General Education**

## **Courses**

### **AHS 104                      Introduction to Patient Care 2**

An introduction to patient care techniques and skills needed to function in a hospital and/or health care setting. Topics include: growth and development, communication skills, pain assessment, care of the disoriented client, vital signs, heights, weights, patient safety, patient education, and advanced technical skills.

### **AHS 105                      Medical Ethics                      2**

This course will cover the ethical implications of modern medical research and practice. Topics covered will be professional versus universal ethics, the rights of patients, genetic engineering, truth and information in medicine, the concept of mental illness, experimentation on human subjects and public health policy.

### **AHS 109                      Medical Terminology                      2**

This course is designed for the student in allied health and includes the principles of building a medical vocabulary. Emphasis is placed on the use of word parts including prefixes, suffixes and root words used with a combining form to establish medical terms. The course provides an overview of body systems used in conjunction with terminology. Correct spelling, definition and pronunciation of medical terms is stressed. Communication both written and verbally between health care professionals and between the health professional and patient is emphasized.

### **BIO 185                      Medical Microbiology                      3**

This course covers concepts of microbiology with emphasis on microbial pathogenesis, clinical manifestations, laboratory diagnosis and immunity. Medically important microorganisms including bacteria, fungi, and viruses and the diseases they cause are studied.

### **BIO 193                      Anatomy & Physiology I & Chemistry 3**

Anatomy and physiology class deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. Study begins with basic terminology and cell structure; then extends to a survey of the organ systems. Topics include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. It also offers an overview of chemistry, including bonds, elements, chemical reactions and compounds, and how they affect human bodies. Prerequisite for BIO194

**BIO 194                      Anatomy & Physiology II                      3**

This course provides instruction on the principles of human anatomy and physiology emphasizing the integration of structure and function. It continues the study begun in Bio 193. Prerequisite for PAT 101

**PAT 101                      Medical Pathology                      3**

The course covers the disease process in all organ systems. Abdomen/OB: Advanced topics in obstetrical sonography and fetal disease, including an introduction to genetics and the range of pathologies related to genetics and teratogenesis. Echo/Vascular: An advanced study of the structure, function, and pathologies of vascular and cardiac anatomy of sonographic interest.

# **Diagnostic Medical Sonography Courses**

## **SON 101                      Introduction to Sonography   2**

This course is designed for students interested in the Diagnostic Medical Sonography (DMS) program. The course will introduce fundamental sonography theory including terminology and equipment. Students will be instructed in sonographer and patient safety, including ergonomics, legal, ethical and regulatory issues. Scope of practice, patient care techniques, assessment and treatment will be introduced. Emphasis will be placed on interaction with diverse patient populations. Prerequisite for SON 102

## **SON 102                      Sonographic Cross-Sectional Anatomy   2**

Introduction to the basics of cross-sectional anatomy as interpreted on diagnostic sonography images. Sectional human anatomy in the transverse, sagittal and coronal planes. Correlation of human anatomy with ultrasound images.

## **SON 103                      Ultrasound Physics I            3**

Theoretical and practical approaches will be taught to understand the fundamentals of ultrasound physics, instrumentation, image characteristics, artifacts, and bio-effects. The ergonomics of proper scanning techniques (setting up the cart, chair, and room properly to avoid musculoskeletal injury) will also be presented. Prerequisite is SON 102

## **SON 104                      Ultrasound Physics II           3**

The class will cover a detailed study of ultrasound physics and the application within the clinical setting. Manipulation of technique controls, basic mathematical concepts, various Doppler modalities, equipment artifacts, QC/QA procedures, 3D fundamentals, and bio-effects are covered. Note: The comprehensive final is in a registry review format. Prerequisite is SON 103

## **SON 240                      Comprehensive Abdomen OB/GYN Registry Review 3**

Provides a review of basic knowledge from previous courses and helps the student prepare for national certification examinations for sonography. Information concerning test taking skills is also reviewed as well as physics, equipment/image manipulation, anatomy, pathology, scanning procedures, sterile procedures, sonographic measurements, fetal growth, and invasive procedures. Emphasis is placed on those items/issues/topics which are part of the certification examination. Prerequisites are SON 104, 202, 212

**SON 201                      Abdomen Lecture I                      3**

Students will learn a systematic study of the abdomen to include the function and development of the major organ systems with correlation to sonographic imaging and the surrounding environment. They will master the foundations of sectional anatomy and abdominal sonography. They will learn normal imaging and common pathologies of the liver, kidneys and pancreas. Prerequisite is SON 102. Corequisite with SON 201L

**SON 201L                      Abdomen Lab I                      2**

This course provides laboratory activities in abdominal sonography and includes demonstrations for competency evaluations. This explores the practical application that correlates to the anatomic and pathologic details presented in SON 201. Corequisite with SON 201

**SON 202                      Abdomen Lecture II                      3**

The 2nd semester will teach students the gastrointestinal tract, biliary system, spleen, breast, scrotum and thyroid. Other imaging techniques will be discussed as well as the principles guiding the field of sonography. Prerequisite is SON 201. Corequisite with SON 202L

**SON 202L                      Abdomen Lab II                      2**

This course is a continuation of ABD 101L which will include anatomic and pathologic imaging details and correlations in the relationships of diagnostic medical sonographic procedures for the imaging of abdominal structures including small parts classification. Clinical data relative to related anatomic, physiologic, and pathologic conditions will be emphasized. Corequisite with SON 202

**SON 211                      OB/GYN Lecture I                      3**

Students will study embryology to include development of the major organ systems, with correlation to sonographic imaging, at all stages of embryonic/fetal development and the surrounding environment and the ultimate mastery of the foundations of obstetric and gynecological sonography. Prerequisite is SON 102. Corequisite with SON 211L

**SON 211L                      OB/GYN Lab I                      2**

Students perform hands-on scanning techniques in the scanning lab. Various scanning techniques will be demonstrated under the guidance of the instructor. Proper techniques in manipulating the transducer probe are demonstrated. Corequisite with SON 211

**SON 212                      OB/GYN Lecture II                      3**

This course will include detailed study of high-risk pregnancy and the use of ultrasound in detection of fetal abnormalities in organ systems to include: neural, musculoskeletal, gastrointestinal, heart, multiple pregnancy. Prerequisite is SON 211. Corequisite with SON 212L

**SON 212L                      OB/GYN Lab II                      2**

Students perform hands-on scanning techniques in the scanning lab. Various scanning techniques will be demonstrated under the guidance of the instructor. Proper techniques in manipulating the transducer probe are demonstrated. Corequisite with SON 212

**SON 231                      Echocardiography Lecture I 3**

This course utilizes cardiac sonography fundamentals to evaluate cardiac anatomy, function and hemodynamics in diagnosing coronary artery heart disease. Incorporates all forms of noninvasive cardiovascular evaluation with emphasis on performance and interpretation of M-mode, 2-dimensional and Doppler echocardiography. Prerequisite is SON 102. Corequisite with SON 231L

**SON 231L                      Echocardiography Lab I 2**

Students perform hands-on scanning techniques in the scanning lab. Various scanning techniques will be demonstrated under the guidance of the instructor. Proper techniques in manipulating the transducer probe are demonstrated and emphasis will be placed on obtaining quality echocardiograms. Corequisite with SON 231

**SON 232                      Echocardiography Lecture II 3**

This course utilizes fundamentals to evaluate cardiac function and acquired disease states. Incorporates all forms of noninvasive cardiovascular evaluation with emphasis on performance and interpretation of M-mode, 2-dimensional and Doppler echocardiography. Prerequisite is SON 231. Corequisite with SON 232L

**SON 232L                      Echocardiography Lab II 2**

Students perform hands-on scanning techniques in the scanning lab. Various scanning techniques will be demonstrated on under the guidance of the instructor. Proper techniques in manipulating the transducer probe are demonstrated and emphasis will be placed on obtaining quality echocardiograms. Corequisite with SON 232

## **SON 245                      Comprehensive Vascular Echo Registry Review    3**

Provides a review of basic knowledge from previous courses and helps the student prepare for national certification examinations for sonography. Information concerning test taking skills is also reviewed as well as physics, equipment/image manipulation, anatomy, pathology, scanning procedures, sterile procedures, sonographic measurements, vascular and echo ultrasound imaging and physiological testing of the vascular system. Emphasis is placed on those items/issues/topics which are part of the certification examination. Prerequisites are SON 104, 222, 232

## **SON 221                      Vascular Sonography I Lecture 3**

This course includes the study of concepts of vascular ultrasound imaging and physiological testing of the arterial system by ultrasound and cardiac and vascular interventional procedures. Corequisite with SON 221L

## **SON 221L                    Vascular Sonography I Lab 2**

Demonstrations, practice, physiological testing, and laboratory evaluation of arterial vasculature by ultrasound and cardiac and vascular interventional procedures including duplex imaging are included in this lab. Prerequisite is SON 102. Corequisite with SON 221

## **SON 222                    Vascular Sonography II Lecture 3**

This course includes the study of concepts of vascular ultrasound imaging and physiological testing of the venous and abdominal arterial system relevant to radiologic and imaging sciences studies by ultrasound and cardiac and vascular interventional procedures. Prerequisite is SON 221. Corequisite with SON 222L

## **SON 222L                   Vascular Sonography II Lab 2**

Demonstrations, practice, physiological testing, and laboratory evaluation of venous and arterial vasculature by ultrasound and cardiac and vascular interventional procedures including duplex imaging are included in this lab. Corequisite with SON 222

## **SON 250                    Sonography Clinical Rotation 17**

The clinical rotation will train the student in the day-to-day operations of an ultrasound lab. The student will work under the guidance of registered sonographers in hands-on ultrasound scanning.

## **Nursing Courses**

Note: ALL courses in this program are administered Online

### **NRS 410      Professional Nursing      3 credits**

This course takes an in-depth look at the profession's major theories, practices and principles. Critical thinking exercises and case studies provide an opportunity to develop analytical skills and reasoning.

### **NRS 420      Health Promotion      3 credits**

This course introduces the basics of health protection and disease and injury prevention, then builds on that foundation to further examine the changing health care systems, future challenges and initiatives for health promotion through public awareness, education and improvements in the health care system.

### **NRS 430      Health Systems Science      3 credits**

This course focuses on providing a fundamental understanding of how health care is delivered, how health care professionals work together and how the health system can improve patient care and health care delivery. Discusses patient safety, quality improvement, value in health care, clinical informatics and health care financing and reform.

### **NRS 440      Statistics for Health Research      3 credits**

This course examines common techniques of sampling, measurement, and statistical analysis of nursing and medical literature. It teaches how to appraise sampling and measurement techniques, evaluate results, and conduct a power analysis for a study, as well as applying concepts to clinical practice.

### **NRS 445      Health Research Methods      3 credits**

This course explores the research process and allows the student to apply research methods relevant to nursing and nursing practice. Emphasis is placed on the legal, ethical, socio-cultural, economic and political implications of research in nursing and health care. Evidence based practice is emphasized in guiding nursing practice. Pre-requisite: NRS 440



<b>NRS 450</b>	<b>Law and Ethics in Healthcare</b>	<b>3 credits</b>
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This course provides an opportunity to learn in a more in-depth manner how to assess ethical and legal issues confronting health care providers in a variety of healthcare delivery settings and to enable students to understand complex public healthcare policy from legal and ethical perspectives.

<b>NRS 460</b>	<b>Pathophysiology</b>	<b>3 credits</b>
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This course explores the etiology, pathogenesis, clinical manifestations, and treatment of disorders. Disease processes and abnormalities are explored, relating anatomical changes to their underlying causes and mechanisms.

<b>NRS 470</b>	<b>Management Principles for Health Professionals</b>	<b>3 credits</b>
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This course provides for the examination and discussion of concepts, theories and principles of leading and managing for the nurse manager. Role development, interpersonal skills, quality improvement, budgeting and resource allocation are considered in relation to evidence-based best practices of contemporary health care systems.

<b>NRS 480</b>	<b>Nursing Perspectives and Trends</b>	<b>3 credits</b>
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This course examines the major challenges of the everchanging health care system. Palliative care, QSEN, working in an interdisciplinary team, the evolution of nursing and the role of the nurse today are among some of the topics discussed.

<b>NRS 490</b>	<b>Social Issues in Health Care</b>	<b>3 credits</b>
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This course covers both micro- and macro-level topics while exposing the sociological and ethical dilemmas of modern healthcare and asking students to question their previously held beliefs about health and illness. Thorough discussions of health and health care emphasize how social forces can prevent or foster illness, affect cultural ideas about illness and disability, structure health care institutions, and affect the lives of health care workers. Race, class, gender, and disability issues are highlighted throughout and the social causes of health and illness in less developed nations and the diverse ways that nations provide (or do not provide) health care is also explored.

<b>NRS 500</b>	<b>Nursing Capstone</b>	<b>3 credits</b>
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<b>RN – BSN Courses</b>		<b>33 credits</b>
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## **DMS Bachelor's Program Courses**

### **DMS 410     Survey of General Sonography**

**3 Credits**

This course is for the Registered Vascular or Echo Sonographer who needs to understand the basic concepts, anatomy and protocols of sonography in the areas of Abdomen, Superficial, Obstetrics and Gynecology.

### **OR**

### **DMS 415     Survey of Cardiovascular Sonography**

**3 Credits**

This course is for the Registered General or Ob/Gyn Sonographer who needs to understand the basic concepts of ultrasonography in the areas of Echocardiography and Vascular Technology.

### **DMS 420     Advanced Sonography I**

**3 Credits**

\*Please see Note above.

The use of ultrasound, including 2-D, 3-D, speckle, shear-wave elastography, strain imaging and Doppler, continues to expand. This advanced sonography course, taught in two sections, was designed to explore specialty techniques in the areas of Abdomen, Obstetrics and Gynecology, Vascular, Small Parts and Echocardiography. Intra-operative techniques, specialized equipment, Neurosonography, and Musculoskeletal Sonography will be discussed. Independent learning assignments will enhance the course.

### **DMS 430     Health Systems Science**

**3 Credits**

This course focuses on providing a fundamental understanding of how health care is delivered, how health care professionals work together and how the health system can improve patient care and health care delivery. Discusses patient safety, quality improvement, value in health care, clinical informatics and health care financing and reform.

### **DMS 440     Statistics for Health Research**

**3 Credits**

This course examines common techniques of sampling, measurement, and statistical analysis of nursing and medical literature. It teaches how to appraise sampling and measurement techniques, evaluate results, and conduct a power analysis for a study, as well as applying concepts to clinical practice.

### **DMS 445     Health Research Methods**

**3 Credits**

This course explores the research process and allows the student to apply research methods relevant to nursing and nursing practice. Emphasis is placed on the legal, ethical, socio-cultural, economic and political implications of research in nursing and health care. Evidence based practice is emphasized in guiding nursing practice.

Pre-requisite: DMS 440

**DMS 450      Law and Ethics in Healthcare**

**3 credits**

This course provides an opportunity to learn to assess ethical and legal issues confronting nurses and other health care providers in a variety of health care delivery settings, focusing on the identification and analysis of legal and ethical concepts and principles. Includes six-step process of ethical decision making, ethics in professional roles, end of life and in confidentiality.

**DMS 460      Health Promotion**

**3 credits**

This course introduces the basics of health protection and disease and injury prevention, then builds on that foundation to further examine the changing health care systems, future challenges and initiatives for health promotion through public awareness, education and improvements in the health care system.

**DMS 470      Management Principles for Health Professionals**

**3 Credits**

This course provides students with an overview of concepts and issues related to healthcare leadership. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

**DMS 490      Social Issues in Health Care**

**3 Credits**

This course covers both micro- and macro-level topics while exposing the sociological and ethical dilemmas of modern health care and asking students to question their previously held beliefs about health and illness. Thorough discussions of health and health care emphasize how social forces can prevent or foster illness, affect cultural ideas about illness and disability,

structure health care institutions, and affect the lives of health care workers. Race, class, gender, and disability issues are highlighted throughout and the social causes of health and illness in less developed nations and the diverse ways that nations provide (or don't provide) health care is also explored.

**DMS 550      Capstone**

**3 Credits**

**AAS – BS DMS Courses 30 Credits**

## Medical Assisting Courses

### **AHC 101                      Healthcare Fundamentals**

In this course students will gain an overview of health professions and learn the basics of medical terminology, life support, and infection control. Students will also learn directives and guidelines set forth by government agencies for healthcare facilities and professionals. To help students transition successfully into college environment, this course also explores learning strategies such as reading and critical thinking, test-taking, and using computer technology for resources and class assignments.

### **AHC 102                      Medical Terminology**

This course will introduce students to the terminology associated with medical language. To function effectively in the health professions, students must understand the Anatomy of Word Construction, including prefixes, suffixes, root words, and medical abbreviations. Through laboratory assignments, terminology relative to the body systems is presented to help the student understand medical terminology. In addition to studying the medical terminology, the course briefly covers disease processes and treatment modalities such as psychiatry, oncology, radiology, and nuclear medicine. This introductory course provides a basis for a more in-depth study of human anatomy and physiology.

### **AHC 103                      Anatomy & Physiology**

Students are introduced to anatomical structures and physiological function of the human body. This course defines the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, lymphatic, and reproductive systems. Practical laboratory experiences included in the course provide a survey of basic anatomy and physiology which is the foundation for a career in health professions.

### **CMP 104                      Introduction to Computer Technology**

This course begins with fundamental principles of computer technology. Students will master computer concepts and terminology and work with commonly used applications such as email, word processing, presentation and productivity software. Students will gain skills with this software through assignments and projects. At the end of this course, students will be familiar with the professional applications such as Microsoft Office software and its uses in the workplace.

**AMA 106****Electronic Health Records**

This course focuses on the various aspects of electronic health records including standards, setup, administration, patient charts, office visits, clinical tools, templates and pop-up text. Other topics covered include tests, procedures, and diagnosis codes, productivity center and utilities. Students will gain invaluable real-world experience through the use of the simulated EHR software program. Taken as a whole, this course is designed to provide each student with the necessary tools needed to be successful in the rapidly growing field of electronic health records.

**AMA 108****Procedural & Diagnostic Coding**

This course expands the basic diagnostic and procedural coding fundamentals already introduced. Students will use the ICD-10-CM (draft), CPT 4, and HCPCS Level II coding manuals to apply principles of diagnosis and procedural coding. Students learn diagnosis coding systems with detailed instruction on how to code and properly apply the guidelines ICD-10-CM, Volumes I and II (draft). It also provides in-depth coverage of procedural coding systems with detailed instruction on CPT 4 coding for Anesthesia, Evaluation and Management services, surgical procedures, Pathology, Laboratory, Radiology and Medicine. HCPCS Level II coding for procedures, services, and supplies is also taught.

**AMA 110****Medical Insurance and Billing**

This course builds on the foundational insurance and billing information. Students will learn in-depth concepts regarding health insurance, including the types and sources of health insurance, Medicaid, Medicare, and other carriers. To help understand the billing aspects, students will learn more about the CMS 1500, universal claims form. Legal regulations and ethical issues relating to insurance and claims will be examined.

**AMA 111****Physician Coding**

This course provides the student with practical applications of diagnostic and procedural coding systems for physician billing. Students will expand their knowledge of coding by abstracting the appropriate information from documentation in a variety of outpatient healthcare settings provided by physician's and mid-level providers to accurately assign diagnoses and procedure codes to be used on the CMS-1500 insurance claim form and for electronic submissions.

**AMA 112****Medical Office Procedures**

Students gain a working knowledge of reception procedures and office management skills utilized in the medical environment. Knowledge and skills related to scheduling appointments, written and oral communication including telephone techniques, reception duties, and emergency procedures are introduced. Basic psychological concepts that relate to patient care are discussed. Students will learn how computers impact the medical office environment. In addition, administrative terminology, legal, ethical and safety concepts related to the medical office will be addressed.

**AMA 115****Career Development and Certification**

This course provides a complete overview of all information and skills acquired during prior Administrative Medical Assistant courses. Through a comprehensive review, the student will prepare to sit for one of the National Certified Coding Examinations. Utilizing course exercises, the students will engage all phases of professional development relative to employment.

**AMA 150****Clinical Externship**

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.

**CMA 105****Clinical Procedures & Techniques**

This course is an introduction to clinical procedures performed in the medical office. Students practice obtaining vital signs and medical histories, maintaining exam rooms, preparing for and assisting with routine and specialty exams, and performing diagnostic testing, including eye and respiratory testing. OSHA standards, communication techniques, cultural diversity, charting, patient education, therapeutic modalities, assistive devices, and nutritional and wellness concepts are also covered.

**CMA 107****Phlebotomy**

The course is an introduction to venous and micro blood collection equipment and techniques. Topics include infectious control and safety in the workplace, venipuncture collection equipment and supplies, skin puncture collection procedures, specimen handling, basic laboratory tests, quality assurance, communication skills and professionalism. Competency required in the performance of venous and micro blood collection.

**CMA 108****Human Diseases & Medication**

This course will introduce the students to the common diseases that affect the body systems. A review of body systems along with the causes, signs, symptoms, and treatments of the diseases will be discussed. Students will learn about the medications used as treatments. An emphasis on drug action, classification, patient education, and common side effects of these medications will be provided.

**CMA 109****Laboratory Procedures & Techniques**

This course introduces basic medical laboratory techniques, diagnostic imaging tests, and cardiac diagnostic tests performed in the medical office. Laboratory terminology and the medical assistant's responsibility in specimen collection and processing, including urine, blood, microbiology and immunology testing, and phlebotomy, are discussed. Safety, infection control, and OSHA guidelines are reinforced. Quality assurance, laboratory mathematics, and federal and state regulations regarding clinical laboratories are also addressed.

**CMA 111****Invasive Procedures & Techniques**

Students learn terminology and skills related to medication administration and assisting with minor surgery. Pharmacology principles and math, elements of prescriptions, TB and allergy testing, phlebotomy, and surgical supplies and instruments are discussed, along with the medical assistant's role in assisting with surgical procedures. Emergency preparedness concepts and the medical assistant's role in medical emergencies are reinforced. Safety, infection control and federal regulations regarding medications and surgical procedures are addressed.

**CMA 115****Career Development and Certification**

This course provides a review and prepares the student to be able to sit for the nationally Certified Medical Assistant exam. This course also provides the students with career planning and job search techniques and skills. Topics include networking, resumes, and interviewing. Students will develop skills that, along with their education, can lead to achieving personal goals and career success.



This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and perform the assigned duties to meet the expectations in a professional setting. Students are expected to adapt to the work environment and reflect regularly on their learning and observations. The externship work performed, is not to be paid.

## Pharmacy Technician

### **Pharm1                      General Pharmacy**

This course prepares the student to work, under the supervision of a registered pharmacist, preparing and dispensing medications. It is designed to prepare students to enter the pharmacy field.

### **Pharm2                      Body Systems**

Students engage in the study of the processes, structures, and interactions of the human body. Important concepts in the course include: communication, transport of substances, locomotion, metabolic processes, defense, and protection.

### **Pharm3                      Classification of Drugs**

Instruction in concepts and application of pharmacological principles. Focuses on drug classifications, principles and procedures of medication administration, mathematical systems and conversions, calculation of drug problems, and medico-legal responsibilities of the medical assistant.

### **Pharm4                      Basic Sciences for the Pharmacy Technician**

In this course you will learn the basic chemistry, biology, anatomy, physiology, advanced math and English involved as a pharmacy tech. You will learn about the different prescriptions and how to separate them accordingly.

### **Pharm5                      Professional Development**

This part of the program provides opportunities for learning the required communication skills, demeanor and hygiene of a pharmacy technician, as well as giving the student chance to learn interviewing skills, resumé and cover letter writing.

### **PharmCL                      Clinical Rotation**

This course allows the student to apply what they have learned in the program curriculum to practical use in a pharmacy under the direct supervision of a pharmacist or supervisor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and performs the assigned duties to meet the expectations in a professional setting.

## Dialysis Technician

### **HDT 1                      Dialysis Technician Class**

Students are taught the skills necessary for employment as hemodialysis technicians or dialysis technicians. The student will be able to demonstrate knowledge of: 1) an overview of dialysis, quality standards and professionalism, 2) anatomy and function of the kidney along with types and causes of kidney disease, 3) scientific principles of dialysis, 4) Dialysis devices, 5) types of vascular access and care of each, 6) infection control, aseptic technique, PPE's, 7) dialysis patient care and 8) home dialysis.

### **HDT 2                      Dialysis Lab Technician**

This lab course includes the preparing machinery for dialysis, nutritional needs, patient preparation and interaction, diagnostic tests, and measurement of the effectiveness and adequacy of dialysis. Upon completion, students should be able to demonstrate beginning theoretical, technical, and clinical skills needed to provide patient care techniques in the dialysis.

### **HDT CL                      Dialysis Clinical Rotation**

The student will work in a dialysis situation, first observing, then performing direct patient care as their skills develop, under the supervision of a nurse.

## Mental Health Technician

### **MHT 1                      Mental Health Technician Lecture**

This course focuses on providing a solid background in working with mentally, developmentally, or emotionally impaired individuals. This focuses on methods for providing assistance with living skills, health maintenance, and behavioral development. Topics covered are: the history of mental health care, theories and therapies, pharmacology, therapeutic skills, mental health problems in regard to the life cycle, types of psychological or psychosocial problems, and professional development.

### **MHT LAB                      Mental Health Technician Lab**

This lab course teaches students the necessary skills to work with patients, including courses on preparing the treatment area, transporting patients, universal precautions, urinalysis and blood tests, neurological tests, vital signs and performing clerical duties.

### **MHT CL                      Mental Health Technician Clinical Rotation**

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and performs the assigned duties to meet the expectations in a professional setting.

## Physical Therapy Aide

### **PTAide**

### **Physical Therapy Aide Lecture**

This program begins with an overview of the physical therapy profession, career opportunities and ethical and legal issues. Communication, medical terminology, the medical record and the role of the PT Aide are covered before the anatomy function and structure are incorporated to learn how physical therapy is used to treat disorders. Safety is introduced as an important part of the working environment and patient care. Therapies, exercises and specialized procedures and professional development are the final topics covered.

### **PTAide**

### **Physical Therapy Aide Lab**

This lab course focuses on preparing the treatment room for patients by following prescribed procedures and protocols. Patient positioning, assistance with ambulation, range of motion exercises, hot/cold therapies, bandaging and taping and interviewing for jobs are skills learned in this lab.

### **PTCL**

### **Physical Therapy Aide Clinical Rotation**

This course allows the student to apply what they have learned in the program curriculum to practical use in a healthcare facility under the direct supervision of a preceptor on the site. Through the externship experience, the student gains first-hand knowledge of the workplace and performs the assigned duties to meet the expectations in a professional setting.

## ADDENDUM A

### **ONLINE AND BLENDED COURSES**

In response to current conditions, some courses have been moved to either an on-line or blended format. You will be informed before registering for a course whether or not it has an on-line component and will be asked to complete a questionnaire regarding the technical and personal requirements.

#### **DEFINITIONS**

Fully Online Courses – Courses that meet fully online.

Hybrid Courses – Courses that have a combination of online and face-to-face meetings. These are usually courses that have a lab component to them. All labs (i.e., SON 232L Vascular Sonography Lab I) are held on-campus.

Synchronous – Live, real time interaction between student and instructor, or student to student. Synchronous communications tools include Zoom, Skype, and other real-time tools.

Asynchronous – No real-time participation requirement. For example, pre-recorded lectures, threaded discussions, email, blogs, and journals.

#### **MINIMUM TECHNICAL REQUIREMENTS**

- Regular access to a reliable computer and Internet connection.
- Canvas and Praxi are both available on desktop and laptops, tablets and phones.
- Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.
- Soundcards, speakers or headphones, a webcam and microphone, and software such as a PDF reader and word processing applications, are required.

Browser and Computer Requirements for Canvas:

- For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.
- Canvas only requires an operating system that can run the latest compatible web browsers.

Browser and Computer Requirements for Praxi:

Compatible Browsers

- Firefox
- Chrome

IE and Edge are not recommended and some features will not work in Internet Explorer or Edge.

We strongly recommend logging on to the Canvas classroom prior to the start of class to run browser compatibility checker to ensure your browser will function correctly.

## **STUDENT REQUIREMENTS**

Besides the technical requirements, there are several other factors that will benefit the student with online courses. Some of them are:

- Access to a reliable personal email and Internet web access account with a commercial Internet Service Provider (ISP).
- Technology skills such as the knowledge of working with file attachments and previous web browsing and web research experiences are strongly recommended. Experience uploading and downloading files to a jump drive, also known as a USB drive, is also recommended.

Online or distance education requires an amount of motivation and perseverance beyond what is required for an in-person course. Online classes are not easier than face-to-face classes, nor do they require less work. The student must be engaged more frequently in online class and will be responsible for participating in online class activities regularly, meeting deadlines, and checking assignments and grades.

As a general rule, students should expect to spend a minimum of two (2) out-of-class preparation hours for each credit hour of a course. For example, for a three (3) credit hour course, six (6) out-of-class preparation hours are expected. This formula also applies to online courses. In some cases, out-of-classes preparation hours may exceed the minimums listed above.

New students to NIAH online courses must complete the Worksheet for New Online Students prior to registration. This worksheet is available online and in the office. It is not a tool to make a decision as to whether or not you can succeed in your program, but it can give you an idea of what some of your strengths and weaknesses may be, and an opportunity to give further consideration to your decision to enroll in this course of study.

Norcross Institute wants all its students to succeed in their chosen program; that belief is the foundation of NIAH's Mission, and what all faculty and administration wish. If you have any questions or concerns, feel free to contact the Director, your instructor, or the front office at the following:

Dr. Anthony Obazee, Director	<a href="mailto:aobazee@norcrossinstitute.com">aobazee@norcrossinstitute.com</a>	770-374-8995
Front Office	<a href="mailto:admin@norcrossinstitute.com">admin@norcrossinstitute.com</a>	770-409-1075

## ADDENDUM B

### **ATTENDANCE FOR ONLINE COURSES**

One of the most important aspects of an online class is attendance. Attendance in an online class is taken by the students' presence in the classroom and/or their participation. In NIAH's online classrooms, teachers can view how often or the last time each student has accessed the classroom. This tells the instructor which students are in the classroom daily or regularly; if any student waits until the last moment to log on and submit assignments; or what students aren't logging in at all.

#### **What does it mean to "attend" an online class?**

Attendance is critical to an institution to make clear determinations of when a student attended class, which then has implications to many situations, such as any possible refund a student is due in cases of student's termination or withdrawal, any complaints made by the student, or any disciplinary issue that arises. When it comes to attendance in an online course it may seem a little unclear how attendance is defined. Luckily, in the Federal Student Aid Handbook there is very specific information that NIAH is using to establish attendance guidelines.

#### **What is an acceptable indication of attendance?**

According to the Federal Student Aid Handbook acceptable indications of attendance in an online course can include:

- Student submission of an academic assignment
- Student submission of an exam
- Documented student participation in an interactive tutorial or computer-assisted instruction
- A posting by the student showing the student's participation in an online study group that is assigned by the institution
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student initiated contact with a faculty member to ask a question about an academic subject studied in the course.

#### **What does NOT sufficiently indicate attendance?**

Per the handbook, "in a distance education context, documenting that a student has logged into an online class is **not sufficient**, by itself, to demonstrate academic attendance by the student" (Federal Student Aid Handbook, 2016, p. 886). Essentially, a student must be required to do more than just "log in" to be documented as having attended an online course.



For example, a way your online instructor can track attendance is through the discussion board. In addition to Zoom meetings, in which tracking attendance is perhaps the easiest, all of NIAH's online classes require students to respond and communicate with their teacher or peers in a discussion board or forum. The board usually contains questions that pertain to the weekly topic. Students post a specific number of responses and/or their responses must be a specific length for credit and attendance. This will be included in the syllabus given to each student at the beginning of the course.

As specified in the Student Catalog, Satisfactory Academic Progress is required for all students and attendance is a crucial part of that progression. Excessive absences will negatively impact SAP, and may cause the student to have to re-take the course at a later date. This may also cause a delay in the graduation date, due to the progressive nature of the courses and scheduling.