Maine College of Health Professions

Education that Enriches Lives

College Catalog
2026-2027

Table of Contents

Academic Calendar 2025-2026

Summer Semester 2025

Date	Event
May 5-9 Mon-Fri	Add/Drop for Summer & Summer 1 courses*
May 5 Mon	Summer and Summer 1 semesters begin
May 26 Mon	**Memorial Day No classes, College closed**
June 5 Thurs	Last day to withdraw from Summer 1 course with a “WP” or “WF”*
June 19 Thurs	**Juneteeth No classes, College closed**
June 20 Fri	Last day to withdraw from summer course with a “WP” or “WF”*
June 28 Sat	Summer 1 semester ends
Jun 30 - July 5 Mon-Sat	**Summer Recess No classes, College closed**
August 2 Sat	Summer semester ends

*Note: All add/drop and last day to withdrawal dates end at end of business that day.

Fall Semester 2025

Date	Event
August 18-29 Mon-Fri	Add/Drop Period for Fall & Fall 1 courses*
August 25 Mon	Fall & Fall 1 semesters begin.
September 1 Mon	**Labor Day No classes, College closed.**
September 26 Fri	Last day to withdraw from Fall 1 course with a “WP” or “WF”*
October 13-14 Mon-Tues	**Fall Recess No classes**
October 13-24 Mon-Fri	Add/Drop Period for Fall 2 courses.
October 18 Sat	Fall 1 semester ends.
October 20 Mon	Fall 2 semester begins
October 25 Fri	Last day to withdraw from a course with a “WP” or “WF”*
October 27 - November 7 Mon-Thurs	Registration open for Spring courses – closes Nov 7, 3 PM
November 11 Tues	**Veterans Day No classes, College closed.**
November 18 Tues	Last day to withdraw from Fall 2 course with a “WP” or “WF”*
November 26-29 Wed-Sat	**Thanksgiving Recess No Classes: College closes at noon 11/26, all day 11/27-11/28**
December 13 Sat	Fall & Fall 2 semesters end.
December 24-Jan 1 Wed-Thur	**College closed.**
December 29-Jan 9	Add/Drop Period for Spring & Spring 1 courses.

*Note: All add/drop and last day to withdrawal dates end at end of business that day.

Spring Semester 2026

Date	Event
January 1 Thurs	**College closed**
January 5 Mon	Spring & Spring 1 semesters begin.
January 19 Mon	**Martin Luther King, Jr. Day No classes, College closed**
February 6 Fri	Last day to withdraw from a Spring 1 course and receive a “WP” or “WF”*
February 16-21 Mon-Sat	**Spring Recess (program specific)****
February 23 - March 6	Add/Drop Period for Spring 2 courses.
February 28 Sat	Spring 1 semester ends
March 2 Mon	Spring 2 session begins
March 2-6 Mon-Fri	Registration open for Summer and Fall Courses – closes March 7, 3 PM
March 13 Fri	Last day to withdraw from a Spring course with a “WP” or “WF”*
April 3 Fri	Last day to withdraw from a Spring 2 course with a “WP” or “WF”*
April 25 Sat	End of Spring & Spring 2 semesters

Date	Event
May TBD Fri	**College Graduation Class of 2026**

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

General Information

Mission Statement

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

History of the College

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notice of Non-Discrimination

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

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

Accessibility Statement

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

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

Editor's Note

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

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

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

Accreditation

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

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

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

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

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

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

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

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

Memberships

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American Association of Colleges of Nursing (AACN)
- American Council on Education
- American Health Science Education Consortium (AHSEC)
- American Registry of Radiologic Technologists
- American Society of Radiologic Technologists
- Association on Higher Education and Disability (AHEAD)
- The College Board
- Council for Higher Education Accreditation (CHEA)
- Eastern Association of Student Financial Aid Administrators
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Maine Association of Student Financial Aid Administrators (MASFAA)
- Maine Society of Radiologic Technologists
- Maine Philanthropy Center
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing Accrediting Commission (NLN)
- New England Association for College Admission Counseling (NEACAC)
- New England Commission of Higher Education (NECHE)
- Organization of Maine Nurse Executives (OMNE)

Academic Freedom Statement

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

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

As educators, the faculty has the right to inquire, teach, debate, discover, and publish unburdened by internal or external influence. Further, the

faculty as citizens is entitled to the rights and responsibilities of citizenship. These rights carry with them the understanding that individual faculty members, when expressing personal views, are doing so not as a representative of the academic institution.

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

The College Community

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

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

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

Students enrolled in the College are primarily residents of Maine with the largest percentage coming from Androscoggin, Oxford, and Cumberland counties. The typical student population is approximately 225 students comprised of men and women whose ages range from 18-55 years. Approximately 25% of the student population are first generation degree seekers.

Visitors

Visitors are always welcome on our campus but are asked to observe the office hours of the administrative offices. Administrative offices are open 8:30 a.m. – 5:00 p.m., Monday through Friday.

College Admission Requirements

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

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

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

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

Application Procedure

- Submit a completed application with a non-refundable application fee to the College Admission office by the published deadlines. This form must be completed fully and accurately.
- Submit an official graduation transcript from a secondary (high) school directly to the College. Submit official results from a HiSET or General Education Development (GED) exam if you have not received a diploma from a State-approved secondary educational institution.
- Submit official transcripts for all post-secondary education (college/university) courses completed and/or attempted. These transcripts must be submitted directly to the College from the institution(s) at which the applicant completed or attempted courses.
- Evaluation of International Transcripts will follow the International Transcript Evaluation Policy.
- Admission to all programs is based on a competitive review.

Additional Requirements

Associate Degree in Radiologic Technology

- Documentation of high school graduation, HiSET completion, or GED completion.
- Meet the benchmark requirements of the placement examination.
- Completion of high school or college-level biology, chemistry, algebra, and second math with a minimum grade of C. (Biology and chemistry may be waived with completion of College Level A+P I and II with a minimum grade of C.)
- Finalist applicants must attend a program informational session.

Associate Degree in Nursing

- Documentation of high school graduation, HiSET completion, or GED completion.
- Meet the benchmark requirements of the placement testing examination.
- Completion of high school or college-level biology, algebra, and second math with a minimum grade of C. (Biology may be waived with completion of College Level A+P I or II with a minimum grade of C.)

Bridge to Associate Degree Nursing Program

- Documentation of high school graduation, HiSET completion, or GED completion.
- Completion of the following general education college courses taken at a regionally accredited college/university with a minimum grade of C.
    - College-level College Writing with a minimum grade of C
    - College-level Introduction to Psychology with a minimum grade of C
    - College-level A&P I with lab with a minimum grade of C
    - College-level A&P II with lab with a minimum grade of C
- An official transcript indicating graduation from a practical/vocational nursing program
- or paramedic. Transcripts must be submitted directly to the College from the institution(s) where the applicant completed courses.
- Provide evidence of current unrestricted state license indicating approval to practice as a licensed practical nurse or paramedic.
- Submit documentation of 1,000 hours of practice as a respiratory therapist (RT), LPN /LVN, or paramedic within the previous two years.
- Meet the benchmark requirements of the placement testing examination. Practical nurse graduates of MCHP are exempt from placement testing and the work hour requirement.

Associate of Applied Science Pre-Diagnostic Medical Sonography

- Documentation of high school graduation, HiSET completion, or GED completion.
- Meet the benchmark requirements of the placement testing examination (as applicable).
- Completion of high school or college-level biology, chemistry, algebra, and second math with a minimum grade of C. (Biology and chemistry may be waived with completion of College Level A+P I and II with a minimum grade of C.)

Associate of Applied Science Pre-Professions

- Documentation of high school graduation, HiSET completion, or GED completion.
- Meet the benchmark requirements of the placement testing examination (as applicable).
- Completion of high school or college-level biology and math with a minimum grade of C. (Biology may be waived with completion of College Level A+P I or II with a minimum grade of C.)

Bachelor of Science Degree

- Documentation of high school graduation, HiSET completion, or GED completion.
- In lieu of the associate degree in an allied health education program, a regionally accredited bachelor of science degree may be accepted
- Completion of the following general education college courses taken at a regionally accredited college/university with a minimum grade of C:
  - A&P I with lab- 4 credits
  - A&P II with lab- 4 credits
  - College English or Communications- 3 credits
  - College Math 100 level or higher – 3 credits
  - Physics – 2 credits
- Patient care experience or the successful completion of a patient care course or equivalent
- Documentation of a job shadow in sonography to include at least 5 different procedures observed.

Bachelor of Science Degree in Nursing

- Documentation of high school graduation, HiSET completion, or GED completion.
- Provide evidence of current unrestricted RN licensure or current enrollment in the final semester of an ADN program. Unrestricted RN licensure is required before the start of the second semester of the BS program.
- Completion of the following general education college courses taken at a regionally accredited college/university with a minimum grade of C.
  - A&P I with lab- 4 credits
  - A&P II with lab- 4 credits
  - Microbiology with lab- 4 credits
  - College Writing- 3 credits
  - Introduction to Psychology- 3 credits
  - Developmental Psychology- 3 credits
  - Arts/Humanities Elective- 3 credits
  - Social Science Elective- 3 credits

Bachelor of Science Degree in Medical Imaging

- Documentation of high school graduation, HiSET completion, or GED completion.
- Completion of the following general education college courses taken at a regionally accredited college/university with a minimum grade of C.
  - A&P I with lab- 4 credits
  - A&P II with lab- 4 credits
  - College Writing- 3 credits
  - Introduction to Psychology- 3 credits
  - Communications- 3 credits
  - College Algebra – 3 credits
  - Humanities or Social Science Elective- 3 credits
- Documentation of current, unrestricted professional certification in radiologic technology, diagnostic medical sonography, nuclear medicine technology, MRI technology, or radiation therapy.
- Students completing the latter portion of their current degree (listed above) may be accepted into this program. Evidence of current unrestricted professional certification is required prior to clinical rotations (if applicable).
- Computed Tomography Track – Provide evidence of current unrestricted ARRT or NMTCB certification in radiography, nuclear medicine technology, or radiation therapy before program completion.
- Mammography Track – Provide evidence of current unrestricted ARRT certification in radiography before program completion.
- Diagnostic Medical Sonography
- Completion of a single two-year associate degree in an allied health program that is patient care related from a regionally accredited college with a minimum cumulative GPA of 3.0 or by permission of the dean
- Allied health education programs include, but are not limited to, radiologic technologists, respiratory therapists, occupational therapists, physical therapists, and registered nurse
- The two-year education program that is patient-care related is defined as (1) 24 full-time consecutive calendar months or (2) 60-semester credits or (3) 84-quarter credits (4) and requiring a clinical internship/externship to complete the program.
- Completion of Physics taken at a regionally accredited college/university with a minimum grade of C
- Documentation of professional certification in good standing before enrolling in Clinical Practicum (Semester II)
- Documentation of a job shadow in sonography to include a minimum of 5 different procedures observe.

Bachelor of Science Degree in Healthcare Administration

- Documentation of high school graduation, HiSET completion, or GED completion.
- Provide evidence of current unrestricted professional healthcare certification or current enrollment in a professional healthcare course and an associate degree. Unrestricted professional healthcare certification is required before the start of the second semester of the BS program.
- Completion of the following general education college courses taken at a regionally accredited college/university with a minimum grade of C.
  - A&P I with lab- 4 credits
  - A&P II with lab- 4 credits
  - College Writing- 3 credits

- Introduction to Psychology- 3 credits
- Communications- 3 credits
- College Algebra – 3 credits
- Humanities or Social Science Elective- 3 credit

Certificate Practical Nursing Program

- Documentation of high school graduation, HiSET completion, or GED completion.
- Meet the benchmark requirements of the placement testing examination

Advanced Certificate Computed Tomography Program

- Documentation of high school graduation, HiSET completion, or GED completion.
- Completion of radiography, nuclear medicine technology, radiation therapy education or current enrollment in a program.
- Documentation of ARRT or NMTCB primary certification in good standing. Students currently enrolled in a program will document ARRT certification in good standing before program completion.

Advanced Certificate Mammography Program

- Documentation of high school graduation, HiSET completion, or GED completion.
- Completion of a radiography diploma or degree program or current enrollment in a radiography program.
- Documentation of ARRT radiologic technology certification in good standing. Students currently enrolled in a radiography program will document ARRT certification in good standing before program completion.

Advanced Certificate Diagnostic Medical Sonography Program

- Documentation of high school graduation, HiSET completion, or GED completion.
- Completion of a single two-year associate degree in an allied health program that is patient-care related from a regionally accredited college with a minimum cumulative GPA of 3.0 or by permission of the dean
- Allied health education programs include, but are not limited to, radiologic technologists, respiratory therapists, occupational therapists, physical therapists, and registered nurse
- The two-year education program that is patient-care related is defined as (1) 24 full-time consecutive calendar months or (2) 60-semester credits or (3) 84-quarter credits (4) and requiring a clinical internship/externship to complete the program.
- Completion of the following general education college courses taken at a regionally accredited college/university with a minimum grade of C:
  - A&P I with lab- 4 credits
  - A&P II with lab- 4 credits
  - College English or Communications- 3 credits
  - College Math 100 level or higher – 3 credits
  - Physics – 2 credits
- Documentation of professional certification in good standing before enrolling in Clinical Practicum (Semester II)
- Documentation of a job shadow in sonography to include a minimum of 5 different procedures observed.

Accepted Students Only

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

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

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

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

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

Matriculation

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

Early Action

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

Re-Admission to a Program

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

Persons who previously attended the College and who withdrew from a program are eligible to apply for readmission by submitting an application to the Admissions Office.

Applications from former students requesting to re-enter the program will be reviewed by the Admissions Committee according to its selective admission procedure.

Applications from individuals, who were suspended or dismissed from the College for academic or disciplinary reasons, will be reviewed by the Director of Admissions.

Individuals may be readmitted to a program one time. Individual exceptions due to extenuating circumstances will be considered by the Director of Admissions.

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

Upon successful readmission to the program, the student may be required to take any achievement exams completed in the preceding semester by the class in which they are enrolled. In addition, the student may be required to be clinically evaluated.

International Transcript Evaluation

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

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

Requirements for Enrolled Students

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

Matriculated students must maintain adequate health in the interest of patient welfare and others.

Matriculated students are provided accident insurance through the College. Details of the plan are available from the Bursar.

Clinical-Based Programs: A student must comply with the following requirements to officially start the enrolled program, participate in clinical experiences, including lab and simulation, or progress in the enrolled program:

- Submit required immunization records as directed.
- Sign the Technical Standards document as part of the onboarding process. The term 'technical standards' refers to all non-academic admission criteria that are essential to participation in Healthcare programs at the Maine College of Health Professions
- CPR Certification – A Basic Life Support Provider Course for the Healthcare Professional through the American Heart Association or American Red Cross is required. Students must have BLS CPR certification that expires no earlier than two months beyond the students' projected program completion date.
- Criminal Background Check – Enrollment in programs with clinical practicum requirements is contingent upon the results of a criminal background check. Background check results may cause a revocation of admission to the College and affect clinical placement and employment as a health professional.
- Complete all required college-wide and program-specific orientations and onboarding requirements.
- To protect the college community and clinical sites, exposure to any communicable disease must be reported to prevent the spread of disease. Students will report exposure to communicable diseases to appropriate clinical personnel. It is the student's responsibility to work safely and take the proper safety precautions so as not to contract or spread such diseases. The program dean or designee will serve as a resource to facilitate this communication.

Non-Clinical Based Programs: A student must comply with the following requirements to officially start the enrolled program:

- Submit required immunization, CPR, and background records as directed, if applicable to the enrolled program.
- Complete all required college-wide and program-specific orientations.

Non-Matriculated Students

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

Non-matriculated students may register for general education college courses during the open registration periods, providing they have met the prerequisites for the course. Such registration must be completed through the Registrar's Office. Submit required immunization, CPR, and background records as directed, if applicable

Financial Information

Statement of Financial Responsibilities

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

A statement of accounts will be mailed prior to the beginning of each semester, indicating the due date. All accounts require payment in full or have established a payment arrangement with the college on or prior to the first day of class. Veterans Administration benefits will be recognized as payment fulfillment as indicated on certificate of eligibility submitted to the Bursar.

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

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

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

Tuition

Nursing

Item	Cost
Core Courses	$422, per credit
Core Courses (Summer Only)	$410, per credit
Nursing Clinical Courses	$675 per clinical credit
PN102, PN122, PN132, NUR115, NUR131, NUR213, NUR221, NUR241, NUR251	

Medical Imaging

Item	Cost
Core Courses	$422, per credit
Core Courses (Summer Only)	$410, per credit
Clinical Courses	$525, per clinical credit
RAD135, RAD160, RAD180, RAD245, RAD280, DMS330, DMS370, DMS380, DMS395, DMS415	

Health Science/General Education

Item	Cost
Courses	$422, per credit
Core Courses (Summer Only)	$410, per credit
Clinical Courses	$525, per clinical credit
HCS 115, HCS 250	
CNA Course	$1,885

Fees

Academic Year Fees

Item	Cost
Comprehensive Student Services Fee	$300
Graduation Fee – Final Semester	$275
Sonography Simulation Fee – First semester	$900

Nursing

Item	Cost
Registration Fee	$55
Technology Fee	$275
Program Fee – ADN Nursing	$900
Program Fee – PN Nursing	$900

Medical Imaging

Item	Cost
Registration Fee	$55
Technology Fee	$275
Program Fee – Radiology	$600

Health Science/General Education

Item	Cost
Registration Fee	$55
Technology Fee	$275

Course Fees

Item	Cost
Science Courses - Per Course	$150
AHS Courses HCS 110, HCS 120	$375
Advanced Certificates	$150
CT360, MAM340	

Additional Fees

Item	Cost
CLEP Exam Transfer Fee -Per credit	$75
Matriculated Student Audit (per credit)	$50
Non-sufficient Funds Fee -Per incidence	$25
Payment Plan Fee per semester	$40

Federal Financial Aid

Financial FAFSA School Code: 006305

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

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

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

Cost of Attendance – Student Aid Index = Need

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

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

Financial Aid Eligibility

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

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

Independent Student Status

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

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

Types of Financial Aid

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

Loans

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

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

Direct Subsidized Loans

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

Direct Unsubsidized Loans

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

Direct (PLUS) Loans

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

Grants, Endowments, and Scholarships

Pell Grant

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

State of Maine Grant (MESG)

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

The eligibility requirements are as follows:

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

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

Institutional Support

The MCHP Live, Learn, Be Grant

Maine College of Health Professions' Live, Learn, Be grant is funded in part by endowment earnings from the following funds, all of which were created to support healthcare education in honor or memory of MCHP alumni, family, and friends.

- Marise L. Karahalios Memorial
- Sidney E & Lillian J. Abbott
- Arlette Lachance Magee
- Charles E. Fortier
- Deborah L. Pratt
- Beulah Long Musgrave
- Susan Reeleder Tarbell
- Miriam/Rockwell
- Florence S. Bendler
- Samuel Singer
- Julianna Lawlor
- Katherine Mary Moor

This grant is open to all matriculated students. Amounts are determined annually by MCHP's Vice President of Financial Affairs.

Dr. Gard W. Twaddle Nurses Endowment Fund

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

This award is open to 1st & 2nd year associate degree in nursing and practical nursing students.

Focus: Merit/Need/Competitive

Elias E. Tucker Nursing Fund

In memory of her husband, the late Mrs. Alice E. Tucker created a trust that awards scholarships to deserving young men and women who are enrolled in a nurse prelicensure program.

This award is open to 1st year associate degree in nursing and associate degree in nursing bridge students.

Focus: Merit/Need/Competitive.

Hazel H. Gould Scholarship Fund

Hazel Hayman Gould was a Registered Nurse graduate of the Central Maine General Hospital School of Nursing Class of 1945. The endowment provides scholarships to an RN seeking advanced technical training, degrees and to MCHP students who demonstrate high achievement in interprofessional education.

This award is open to 2nd year associate degree in nursing and associate degree in radiologic technology students.

Focus: Need/IPE/Competitive.

Dorothy Newton Shaw Fund

Dorothy Newton Shaw, RN, was a 1955 graduate of the Central Maine General Hospital School of Nursing. She loved being a nurse and considered it an honor throughout her life. Her family created this scholarship as a tribute to her commitment and dedication to the nursing profession. This scholarship is given in her honor to assist a deserving RN pursuing a bachelor's degree in nursing.

This scholarship is open to RN-BSN students.

Focus: Alumni/Competitive.

Ralph L. Sylvester Scholarship

Ralph Sylvester, a resident of Auburn, Maine, generously bequeathed funds to MCHP in support of students from Androscoggin and Oxford Counties.

This award is open to a 1st Year associate degree in radiologic technology, associate degree in pre-sonography, and advanced certificate in sonography students.

Focus: Merit

Peggy S. Young College of Nursing Scholarship

In memory of his wife, Robert Young established the Peggy S. Young scholarship fund. Peggy worked as a Registered Nurse and became a member of the MCHP faculty. She shared a passion for teaching nursing students. Peggy's children were young when she began the pursuit of her nursing education, and she realized the challenges of balancing the needs of her children with the demands of nursing school. The scholarship assists nursing students with children.

This award is open to 1st & 2nd year associate degree in nursing students.

Focus: Family/Need/Competitive

Medical Imaging Advanced Practice Award

To support continuing education in medical imaging, MCHP has established a fund to encourage recent graduates or alumni to obtain advanced certification in mammography, diagnostic medical sonography, or computed tomography

This award is open to computed tomography, mammography, and diagnostic medical sonography advanced certificate programs.

Focus: Alumni

Community Partnerships

Central Maine Healthcare

Because of MCHP's affiliation with Central Maine Healthcare, our students have access to a variety of programs that the healthcare system offers in support of health professions education. These include advanced commitment loans, which provides upfront tuition payment in exchange for a promise of employment after graduation. Opportunities exist for degree seekers and individuals who are pursuing certificates and advanced certificates.

Please contact Central Maine Healthcare's Office of Human Resources at 207-795-2390.

Other Endowment Funds/Scholarships

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

Veteran Education Benefit Programs

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

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

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

Award Process

The student is considered for financial aid, funded by the programs described above, on the basis of financial need and the amount of monies available for funding. The resulting determination, or award, is communicated to the student in the form of a financial aid award letter, which the student is free to refuse in whole or in part. However, refusal will not result in the reconsideration of the way a student's aid has been proportioned between grant aid and loan aid.

Enrollment Verification

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

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

Disbursement Process

For grants and loans from all programs, aid will be credited to the student's account. Any remaining balance at each term will be payable by the due date on the term bill. When all MCHP charges have been provided for, and a credit balance arises, the student will receive a check refund within 14 days from the posted disbursement date to be used for outside educational expenses.

Other Considerations

Colleges generally do not have resources adequate to meet all the financial needs demonstrated by financial aid applicants. Therefore, students are

strongly encouraged to seek outside aid from organizations concerned with such matters. While not an all-inclusive list, MCHP students have received grants from high schools, church groups, community/hospitals/hospital auxiliaries, civic-minded fraternal and professional organizations (American Legion, Kiwanis, Elks, Lions, Odd Fellows, Rebekahs, Auburn Exchange Club, etc.).

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

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

Financial Aid Satisfactory Academic Progress

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

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

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

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

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

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

The following shall be considered as credits completed:

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

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

Grade Point Average

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

Semesters

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

Appeal of Financial Aid Probation

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

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

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

Conditions of Reinstatement

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

Student Support Services

Student Services

Learning Assistance Program

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

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

Students may access these services by contacting their advisor.

Career Advisement

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

Technology, Classroom, and Computer Lab Access

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

Gerrish-True Health Sciences Library

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

The Librarian provides in-class and virtual instruction for students as well as one-on-one assistance with general research projects, APA formatting, article searching and literature reviews. Materials needed by students but not available in the Gerrish-True collection can be obtained through Interlibrary Loan.

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

Student Leadership Opportunities

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

Parking Facilities

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

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

Security

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

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

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

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

Health Services

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

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

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

Degree Requirements

Associate in Applied Science

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

Curriculum Plan

Core General Education Curriculum

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

Course Code	Title	Credits
ENG 101	College Writing	3
	Social Sciences (Elective or Program Specific)	3
	Arts and Humanities (Elective or Program Specific)	3
	Mathematics or Science (Elective or Program Specific)	6
	General Education Courses (Elective or Program Specific)	5
	Sub-Total Credits	**20**

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

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

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

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

Co-curricular Requirements

Interprofessional Education

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

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

	Total Credits	**20**

Health Sciences

Students must earn a minimum cumulative grade point average of 2.0 and a minimum grade of “C” in each required course. Students must complete a minimum of 60 credit hours for the degree as listed in the curriculum plan for the class in which the student is enrolled. A minimum of one year of credits in the health sciences major must be sponsored by and taken on the Maine College of Health Professions campus.

Students must successfully complete all competencies and time requirements of the clinical practicum/preceptorship portions of the curriculum. The student must complete all required clinical competency evaluations to ensure clinical and professional entry-level competencies.

Nursing

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

Pre-Diagnostic Medical Sonography

Students must earn a minimum cumulative grade point average of 2.0 and a minimum grade of “C” in each required course. Students must complete a minimum of 60 credits for the degree as listed in the curriculum plan for the class in which the student is enrolled. A minimum of one year of credits in the radiologic technology major must be sponsored by and taken on the Maine College of Health Professions campus.

Students must successfully complete all competencies and time requirements of the clinical practicum/preceptorship portions of the curriculum. The student must complete all required clinical competency evaluations to ensure clinical and professional entry-level competencies.

Radiologic Technology

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

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

Bachelor of Science

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

Curriculum Plan

Core General Education Curriculum

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

Arts and Humanities

Course Code	Title	Credits
	College Writing 100 Level	3
	English Literature 200 Level	3
	Communications 100 Level	3
	Elective 200 Level	3
	Sub-Total Credits	**12**

Social Sciences

Course Code	Title	Credits
PSY 101	Introduction to Psychology	3
	Elective 100 Level	3
	Sub-Total Credits	**6**

Math

Course Code	Title	Credits
	General Math 100 Level	3
	Sub-Total Credits	**3**

Sciences

Course Code	Title	Credits
	Anatomy and Physiology I with Lab 100 Level	4
	Anatomy and Physiology II with Lab 100 Level	4
	Sub-Total Credits	**8**

Philosophy/Religion

Course Code	Title	Credits
	Ethics Elective 200 Level	3
	Sub-Total Credits	**3**

General Education

Course Code	Title	Credits
	Elective 100 Level	3
	Elective 200 Level	3
	Elective 300 Level	3
	Sub-Total Credits	**9**

Notes

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

All bachelor's degree programs require completion of a minimum of 120 credit hours.

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

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

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

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

Co-curricular Requirements

Interprofessional Education

All bachelor's degree programs require completion of at least one course in interprofessional practice.

	Total Credits	**41**

Certificate Programs

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

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

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

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

Curriculum Plan

Co-curricular Requirements

Interprofessional Education

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

Code of Student Conduct

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

Withdrawals and the Drop/Add Period

Official Withdrawal from College

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

Students wishing to withdraw from the College:

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

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

Unofficial withdrawal from College/Course

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

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

If Federal financial aid is affected, the Financial Aid Office may need to adjust the student's financial aid.

Without official notification, the student will be considered unofficially withdrawn and a R2T4 calculation will be completed using a 50% mark in the semester to determine how much aid the student has earned and if any is to be returned to the Government.

Adding, dropping, or withdrawing from a course

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

Adding a course

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

Dropping a course

Dropping a course is defined as a reduction in course load while remaining enrolled at the College within the add/drop period. (The student drops one or more courses but not all courses). All requests to drop a course within the add/drop period must be coordinated through the Registrar.

Withdrawal from a course

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

Academic impact of withdrawing from a course or the college

- A student may withdraw from a course at any time. If the student withdraws after 60% of the semester, the student will receive a grade of "F" in the course which is calculated into the GPA. Before the 60%

mark, the student will receive a grade of “WP” withdraw pass or “WF” withdraw fail. These grades will not be calculated into the GPA; however, they will be reflected on the official transcript.

- At the end of every semester, the Registrar will notify the Financial Aid Office of any students who have received a grade of “F” in a course. A determination will be made within 30 days of the end of the payment period (semester) on whether or not the grade was earned or if the student dropped without notification.
- The Registrar will notify all appropriate staff of any student status change.

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

Financial impact of withdrawing from a course or the college

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

PELL recalculation policy

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

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

Enrollment Status

Academic Year

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

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

Tuition Balances and Refunds

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

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

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

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

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

Timeline	Percentage
On or before the first day of classes	100%
On or before the second day of classes	65%
On or before the third day of classes	35%
Thereafter	0%

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

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

Scholastic Standards

Numerical and Grade Point Equivalence

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

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

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

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

Audit Policy

Persons wishing to attend credit courses, but not earn credit, may enroll as auditors with the permission of the involved Dean and involved faculty member. Auditors are not counted as students in the enrollment census and are not required to complete the assignments or take examinations. Courses with a patient care clinical component may not be audited. Matriculated students auditing a course will be assessed a per credit audit fee. Tuition charges for audited courses for non-matriculated students are the same as for course(s) taken for credit. Once approval has been granted by the involved Dean and faculty member, the interested person will contact the registrar.

Grade Report

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

Honors

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

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

Dean's List

To qualify for the Dean's List, a student must carry a minimum of 9 credits/semester, receive a minimum GPA of 3.5, and uphold the standards of the College.

Academic Warning for Clinical Based Programs

Criteria for Warning

Didactic

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

Clinical

A matriculated student not meeting clinical objectives at the midpoint in any course/co-curricular requirement will be placed on academic warning.

At the midpoint of the course/co-curricular requirement, the course instructor will e-mail the assistant dean of student services if a student achieves a grade of C- or lower or does not complete the co-curricular requirement to place the student on academic warning. The assistant dean of student services will place the student on academic warning and will collaborate with the student, the program dean, the academic advisor, and the registrar. A copy of the academic warning will be placed in the student's file.

A course faculty may recommend to the program administrator that a student be placed on academic warning at any point in the program if there are concerns regarding a student's academic/clinical performance.

Criteria for Warning Removal

At the end of the course(s)/co-curricular requirement(s), the student's performance will be evaluated.

Didactic

The registrar will remove the warning status if the student's grade is C or above in the course/co-curricular requirement.

Clinical

The registrar will remove the warning status if the student's clinical performance meets the clinical objectives.

Failure to meet these objectives or failure to receive a grade of C or higher in any course/co-curricular requirement will result in the student being

placed on academic probation, provided they meet the criteria outlined in the academic probation policy. A student may receive an academic warning more than once.

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

Academic Warning for Non-Clinical Based Programs

Criteria for Warning

Didactic

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

At the midpoint of the course/co-curricular requirement, the course instructor will e-mail the assistant dean of student services if a student achieves a C- or lower grade or does not complete the co-curriculum requirement to place the student on academic warning. The assistant dean of student services will place the student on academic warning and will collaborate with the student, the program dean, the academic advisor, and the registrar. A copy of the academic warning will be placed in the student's file.

A course faculty may recommend to the program administrator that a student be placed on academic warning at any point in the program if there are concerns regarding a student's academic performance.

Criteria for Warning Removal

At the end of the course(s)/co-curricular requirement(s), the student's performance will be evaluated.

Didactic

The registrar will remove the warning status if the student's cumulative grade point average is 2.0 or higher.

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

A student may receive an academic warning more than once.

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

Academic Probation Policy for Clinical Based Programs

Academic probation allows students to resolve barriers to success and improve academic skills and program knowledge.

A student must attain a minimum grade of C (74) in any course required for the major and/or a passing grade for the co-curriculum requirements.

Criteria to be placed on Academic Probation

- A student earns a grade of C- or lower in a course in any given semester or
- A student does not complete co-curricular requirements for that semester

Procedure

- The course instructor will email the assistant dean of student services if a student achieves a C- or lower grade or does not complete the co-curriculum requirement.
- The assistant dean of student services will collaborate with the student, the program dean, the academic advisor, and the registrar.
- A student who meets the criteria for academic probation must set up a meeting with the assistant dean of student services within one week of the semester's end. Failure to meet with the assistant dean of student services within the stated time frame will result in program dismissal.
- Probationary status is resolved upon successful completion (grade C or higher) of the repeated course or successful completion of co-curricular requirements.
- A student may be placed on Academic Probation once during the program.
- The student's program may extend beyond the published program length since most courses are taught only once yearly.
- A student placed on academic probation must make a non-refundable deposit to reserve a spot to continue in the enrolled program. Students cannot reserve a spot if the program has no available spaces. The deposit will be required for any student on probation who does not have continuous enrollment.
    - **Spring Return**: Deposit Date September 1st
    - **Summer Return**: Deposit Date February 1st
    - **Fall Return**: Deposit Date February 1st

The assistant dean of student services or designee may adjust the student's deposit date depending on when the student is unsuccessful and looking to continue with courses. Once the deposit date is set, there are no adjustments to the due date. Students who do not meet the deposit deadline are dismissed from the program.

Criteria for Program Dismissal

Any one of the following is grounds for dismissal from the program:

- A student receives a grade of C- or lower in 2 or more courses in one semester.
- A student receives a grade of C- or lower in a course and does not complete the co-curriculum requirement.
- A student fails to meet the deposit deadline to return.
- A student fails a second course required for their major during their program.
- There are no available spaces for the student in the enrolled program.

- While on Academic Probation, withdrawal from any course after the Add/Drop Period will result in student dismissal from the Program.

Academic Probation Policy for Non-Clinical Based Programs

Academic probation allows students to resolve barriers to success and improve academic skills and program knowledge.

A student must attain a minimum grade of C (74) in any course required for the major and/or a passing grade for the co-curriculum requirement.

Criteria to be placed on Academic Probation

A student earns a semester grade point average of less than 2.0.

A student does not complete the co-curricular requirements.

Procedure

- The course instructor will email the assistant dean of student services if a student achieves a C- or lower grade or does not complete the co-curriculum requirement.
- The assistant dean of student services will check the student's semester GPA to determine if the student is placed on academic probation.
- The assistant dean of student services will collaborate with the student, the program dean, the academic advisor, and the registrar.
- A student who meets the criteria for academic probation must set up a meeting with the assistant dean of student services within 1 week of the semester's end. Failure to meet with the assistant dean of student services within the stated time frame will result in dismissal from the program.
- Probationary status is resolved when the student achieves a cumulative GPA above 2.0, which must be achieved within the next two semesters enrolled or successfully completes the co-curricular requirement.
- A student may be placed on academic probation once during the program.
- The student's program may extend beyond the published program length since most courses are taught on a rotating basis.

Criteria for Program Dismissal

Any one of the following is grounds for dismissal from the program:

- A student does not achieve a cumulative GPA above 2.0 within the next two semesters enrolled or does not successfully complete co-curricular requirements.
- While on academic probation, withdrawal from any course after the Add/Drop Period will result in student dismissal from the program.
- If the academic probation is resolved, the student must maintain a semester GPA of at least 2.0, or the student will be dismissed.

Transfer Credits

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

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

To transfer credits to the College, the student must:

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

Associate of Applied Science Degree

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

Bachelor's Degree

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

Certificate Programs

- Transfer credits may be accepted for General Education Courses as stated in this policy.
- All program-specific courses must be taken at the College.

- Exceptions will be reviewed on an individual basis by the Dean. These courses must be congruent with the course descriptions published in the College catalog.

Challenge Examinations

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

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

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

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

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

Transcript Requests

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

Addendum

Distance Learning Policy

Distance learning is an educational process that occurs when a teacher and student are not in the same physical location. The learning process is facilitated by one or more technological media.

Faculty and students adhere to the policies of the College and the distance learning guidelines when developing and delivering a distance learning course.

Distance education students will be afforded the same benefits and opportunities as on-campus students.

Distance Learning Guidelines

Purpose

- To establish guidelines for distance learning programs that align with the Carnegie credit hour method.
- To ensure quality in online course delivery for college-level education.
- To maintain compliance with accreditation and regulatory standards.

Scope

- All online courses, hybrid courses, and fully distance learning programs.
- Faculty, staff, and students involved in distance education.

Definitions

- **Distance Learning:** Courses where instruction and engagement occur primarily through online platforms rather than in-person.
- **Carnegie Credit Hour:** One credit hour represents one hour of direct faculty instruction and a minimum of two hours of out-of-class student work per week over a 15-week semester.
- **Synchronous Learning**: Real-time instruction where students and instructors interact live.
- **Asynchronous Learning:** Pre-recorded or self-paced instruction with no real-time interaction.

Credit Hour Calculation

- Synchronous Activities: Faculty-led virtual meetings, live lectures, and discussions count as instructional time.
- Asynchronous Activities: Pre-recorded lectures, reading assignments, discussion boards, and other activities must be equivalent in workload to Carnegie credit hour standards.

Examples of time-on-task for common online activities:

- Watching a video with embedded questions or prompts. (estimated based on video and expected interaction length)
- Completing a reading assignment (estimated time based on word count and difficulty).
- Participating in discussion boards (hours estimated based on expected engagement).

Course Design Standards

Learning Objectives

Courses must include clear, measurable learning objectives that align with program outcomes.

Instructional Materials

All materials must be appropriate for college-level education and accessible to all students.

Interaction and Engagement

Include opportunities for regular and substantive interaction (RSI) between students and instructors.

Examples Include Weekly discussion boards, live Q&A sessions, and group projects.

Assessment

Use a variety of assessment methods (quizzes, assignments, case studies, and simulations).

Ensure that assessments accurately measure student achievement of the stated learning objectives.

Technology Requirements

Students

- Reliable internet connection.
- Access to required hardware and software (e.g., webcams, learning management systems like Canvas or Blackboard).

Faculty

- Training on the learning management system (LMS).
- Access to tools for creating and delivering online content (video recording software, virtual labs, etc.).

Faculty Responsibilities

- Develop and maintain courses that meet the Carnegie credit hour standard.
- Respond to student inquiries within a designated time frame (e.g., 24-48 hours).
- Provide timely and constructive feedback on assignments.
- Participate in professional development for online teaching.

Student Expectations

- **Time Commitment**: Students should allocate the expected number of hours per week per credit hour.
- **Participation:** Students must actively engage in online discussions, assignments, and activities.
- **Academic Integrity:** Adhere to all institutional policies regarding plagiarism and cheating.

Accessibility and Inclusivity

All course materials must comply with the Americans with Disabilities Act (ADA) and Section 508 standards.

Quality Assurance

Online courses will be designed and reviewed for quality using the following.

Course Reviews

MCHP will use standards such as the Quality Matters (QM) Rubric for regular course evaluation.

Student Feedback

Collect and analyze student feedback on course design and instruction to inform future improvements.

Faculty Observation

Regularly evaluate faculty performance in online teaching.

Academic Support for Distance Learners

Resources available to support online students:

- **Advising and Counseling:** Virtual advising sessions to help students stay on track.
- **Library Access:** Online access to journals, eBooks, databases, and research guides.
- **Technical Support:** 24/7 tech support for LMS and other platforms.
- **Tutoring Services:** Online tutoring for discipline-related subjects.

Privacy and Security

- MCHP will protect student data in accordance with the **Family Educational Rights and Privacy Act** (FERPA).
- The College will ensure secure access to the LMS and other platforms through user authentication (e.g., secure login credentials).

Professional Development for Faculty

- Workshops on best practices for online instruction.
- Training on discipline-specific tools (e.g., virtual anatomy labs, patient care simulations).
- Peer mentoring or coaching programs.

Policy Review and Updates

- Conduct reviews every 2-3 years or as needed to reflect changes in technology, pedagogy, or regulations.

Compliance with Accreditation Standards

Accreditation Standards reviewed while constructing policy:

- U.S. Department of Education. (2011, 2021). Guidance to institutions and accrediting agencies regarding the definition of a credit hour
- New England Commission of Higher Education. (2018). Policy on credits and degrees.
- New England Commission of Higher Education. (2021). Standards for accreditation.
- Accreditation Commission for Education in Nursing. (2024). 2023 Standards and criteria.
- Accreditation Commission for Education in Nursing. (n.d.). Guidelines: Clock hours, credit hours, and out-of-class work.
- American Registry of Radiologic Technologists. (n.d.). Continuing education requirements.
- American Registry of Radiologic Technologists. (n.d.). Structured education requirements

Carnegie Credit Hour Basics

1 credit = 1 hour of instruction + 2 hours of student work per week over 15 weeks.

This means a total of 3 hours per week per credit (1 hour of instruction + 2 hours of student work).

Over 15 weeks, this totals 45 hours of instruction and 90 hours of student work, for a combined 135 hours, equivalent to a 3-credit course.

8-Week Courses

In an 8-week course, the same total number of hours required for a 15-week course must be delivered, but the workload is condensed into a shorter timeframe.

For a 3-Credit Course

Total required time (instruction + student work): **135 hours** over **8 weeks**.

Weekly total time commitment: **135 hours ÷ 8 weeks = 16.875 hours per week.**

- Instructional Time: **5.625 hours per week** (e.g., lectures, discussions, or guided activities).
- Student Work: **11.25 hours per week** (e.g., readings, assignments, discussions, or projects).

Sample Weekly Breakdown

Instructional Time (5.625 hours per week):

- 1.5 hours of live virtual or recorded lectures.
- 2 hours of video demonstrations or tutorials.
- 2.125 hours of structured online discussions or interactive activities (e.g., group work, simulations).

Student Work Time (11.25 hours per week):

- 3 hours of assigned readings or research.
- 4 hours on assignments or case studies.
- 2 hours participating in discussion boards.
- 2.25 hours reviewing lecture notes or preparing for assessments.

Key Considerations

- **Learning Outcomes:** Courses must meet the same learning outcomes as their 15-week equivalents, even with the condensed schedule.
- **Time-on-Task:** Faculty must carefully estimate the time required for each activity (e.g., how long it takes to watch a video, complete an assignment, or participate in a discussion).
- **Student Communication:** Clearly communicate the increased weekly workload to students, so they can plan their time effectively.
- **Course Design:** Use a structured, module-based approach to keep students on track and to balance the workload across weeks.

12-Week Courses

In a 12-week course, the same total hours (135 hours for a 3-credit course) must be delivered, but the weekly workload increases because the term is shorter.

For a 3 Credit Course

Total hours required (instruction + student work): **135 hours** over **8 weeks**

Weekly total time commitment **135 hours ÷ 12 weeks = 11.25 hours per week**.

- Instructional Time: **3.75 hours per week** (e.g., lectures, discussions, or guided activities).
- Student Work: **7.5 hours per week** (e.g., readings, assignments, projects, or studying).

Sample Weekly Breakdown

Instructional Time (3.75 hours per week):

- 1.5 hours of recorded lectures or live sessions.
- 1 hour of instructor-led discussion boards or interactive activities.
- 1.25 hours of guided exercises, virtual labs, or multimedia (videos, tutorials, etc.).

Student Work (7.5 hours per week):

- 2.5 hours of assigned readings or research.
- 3 hours completing assignments, projects, or case studies.
- 2 hours preparing for quizzes or reviewing course materials.

Key Considerations

- **Learning Outcomes:** Courses must meet the same learning outcomes as their 15-week equivalents, even with the condensed schedule.
- **Time-on-Task:** Faculty must carefully estimate the time required for each activity (e.g., how long it takes to watch a video, complete an assignment, or participate in a discussion).
- **Student Communication:** Clearly communicate the increased weekly workload to students, so they can plan their time effectively.
- **Course Design:** Use a structured, module-based approach to keep students on track and to balance the workload across weeks.

Summary for Accelerated Courses

- The total 135 hours of learning activities for a 3-credit course remains constant.
- Faculty must design activities and assessments that align with the condensed schedule while maintaining academic quality and rigor.
- By following these guidelines, your condensed course will still meet the Carnegie credit hour standard and ensure a high-quality learning experience.

Impact of Asynchronous Delivery on Expectations and Policies

Time-on-Task for Credit Hour Compliance

In an asynchronous course, the Carnegie credit hour standard still applies:

- For a 3-credit-hour course, students must engage in 135 total hours of learning activities (instruction + student work) across the term (e.g., 15 weeks or 8 weeks).

The instructor must design explicit activities that meet this requirement, even if no live interaction occurs.

Key Considerations

Since there are no live class meetings, instructional activities must be clearly structured, measurable, and equivalent in rigor to synchronous instruction.

Instructional Time in Asynchronous Learning

Instructional time in asynchronous courses is counted as any activity where an instructor is guiding or delivering content. Examples include:

- Recorded Lectures or Demonstrations: Videos, narrated slides, or screencasts created by the instructor, with embedded questions or prompts
- Interactive Content: video simulations, virtual labs, or scenario-based learning created by the instructor.
- Structured Discussions: Discussion boards where the instructor moderates, provides prompts, and participates.
- Guided Activities: Assignments with detailed instructions, modeled examples, or supplemental resources.

Student Work in Asynchronous Courses

Student work refers to activities done independently and includes:

- Reading assignments.
- Writing papers or reports.
- Passive video watching or completing case studies independently.
- Unguided practice problems or projects.
- Completing homework, projects, or assessments.

Example Weekly Breakdown (3-Credit 15-Week Course, 9 hours per week total)

Instructional Time (3 hours)

- 0.5 hours Instructor recorded videos with embedded questions or prompts
- 2 hours of structured discussion board interaction.
- 0.5 hours of instructor-created guided activities.

Student Work (6 hours)

- 2 hours of reading.
- 2 hours working on assignments.
- 2 hours preparing for assessments, reviewing materials, or reviewing feedback from the instructor.

Policies for Asynchronous Courses

Communication Expectations

Instructor Availability

Instructors must specify clear "virtual office hours" and response times for emails or discussion board posts (e.g., within 24-48 hours).

Ensure regular and substantive interaction (RSI), as required by federal distance education regulations.

Examples of RSI: Weekly video introductions outlining objectives and expectations, timely personalized feedback on assignments, active facilitation of discussions (posting follow-up questions, highlighting exemplary student posts, and synthesizing themes), periodic announcements summarizing learning progress, clarifying misconceptions, and previewing upcoming content.

Student Engagement

- Require students to log in and participate multiple times per week (e.g., post initial discussion responses by Wednesday and replies by Sunday).
- Clearly communicate deadlines and expectations for all activities to ensure transparency and accountability.

Course Design Standards

Since students work independently, the course must be well-organized and intuitive.

- **Consistent Structure:** Use a module-based format with clear weekly objectives, materials, activities, and assessments.
- **Detailed Instructions**: Provide step-by-step guidance for completing assignments and activities.
- **Accessible Materials**: Ensure all content (e.g., videos, PDFs) meets ADA compliance standards for accessibility (e.g., closed captions, alt text).

Assessment

Utilize a range of assessment methods to ensure students meet learning objectives without requiring live interaction. Examples:

- Quizzes and Exams.
- Written assignments and case studies.
- Video presentations shared with peers for feedback.
- Group projects or peer-reviewed discussions.

Provide timely, personalized feedback to help students stay on track.

Monitoring and Quality Assurance

Because asynchronous courses lack real-time interaction, regular monitoring is crucial to ensure quality:

- **Track Student Engagement:** Use LMS analytics to monitor participation (e.g., logins, time-on-task, assignment submissions).
- **Gather Feedback:** Conduct midterm and end-of-course surveys to identify student concerns.
- **Review Course Design:** Regularly review courses to ensure they meet accreditation standards and institutional policies.

Summary

While asynchronous courses eliminate live interactions, they do not reduce instructional or student workload expectations. You'll need to design and monitor these courses carefully to ensure they meet the same credit hour requirements and learning outcomes as synchronous courses. By providing clear instructions, engaging content, and regular feedback, asynchronous courses can deliver high-quality education effectively.

ADA Compliance Standards for Accessibility in Education

The Americans with Disabilities Act (ADA) and related laws (e.g., Section 504 of the Rehabilitation Act and Section 508 of the Rehabilitation Act) require institutions to ensure that all programs, including online courses, are accessible to individuals with disabilities. Accessibility ensures that students with disabilities have equal access to course content and can fully participate in educational activities.

Below is a detailed breakdown of ADA compliance standards and best practices for creating accessible educational content:

General Principles of Accessibility

- **Equitable Access**: Ensure that students with disabilities have access to the same information, can complete the same tasks, and achieve the same learning outcomes as their peers.
- **Usability**: The content must be easy to navigate and interact with for all users, including those using assistive technologies like screen readers or keyboard navigation.
- **Proactive Design**: Accessibility should be built into the course from the outset, rather than being added later as an accommodation.

Key Areas of Accessibility Compliance

Digital Documents (PDFs, Word, PowerPoint)

- Searchable Text: Scanned documents must be converted into readable, searchable text using Optical Character Recognition (OCR) technology.
- Headings and Structure: Use proper heading styles (e.g., Heading 1, Heading 2) in documents to allow screen readers to navigate content easily.

- Alt Text: Add alternative text descriptions for images, charts, and graphs.
- Accessible Links: Use descriptive link text (e.g., "View the syllabus" instead of "Click here").
- Tables: Use simple tables with clear row and column headers. Avoid using tables for layout purposes.

Video and Audio Content

- **Closed Captions**: All videos must have accurate, synchronized captions for students who are deaf or hard of hearing.
- **Transcripts**: Provide text transcripts for all audio content (e.g., podcasts, recorded lectures, videos).
- **Audio Quality:** Ensure clear audio with minimal background noise.
- **Descriptive Audio:** For videos with critical visual information, provide audio descriptions of what is happening on-screen.

Learning Management System (LMS) Content

- **Keyboard Navigation:** Ensure that all course materials and activities can be navigated using only a keyboard (important for students with motor disabilities).
- **Screen Reader Compatibility:** Ensure that the LMS and all integrated tools (e.g., quizzes, discussion boards) are compatible with screen readers such as JAWS, NVDA, or Voiceover.
- **Consistent Navigation:** Use a predictable and consistent layout for course modules, menus, and pages.

Images and Visual Content

- **Alternative Text (Alt Text):** Add concise descriptions for all images, graphs, and charts to convey their meaning.
    - Example: For a graph showing rising temperatures, the alt text could say, "Line graph showing an increase in average temperatures from 2000 to 2020."
- **Decorative Images:** Mark purely decorative images as such to avoid unnecessary distractions for screen reader users.

Assessments

- **Accessible Question Formats:** Avoid using images or charts in questions unless accompanied by alt text or full descriptions. Use clear, plain language.
- **Extended Time Options:** Ensure that timed quizzes or tests can accommodate extended time for students with disabilities.
- **Keyboard-Accessible Tools:** Ensure interactive tools (e.g., drag-and-drop questions) are also operable via keyboard.

Color and Contrast

- **High Contrast:** Ensure sufficient contrast between text and background colors (e.g., black text on a white background). Use tools like the WebAIM Contrast Checker to confirm compliance.
- **Avoid Color Reliance:** Do not rely solely on color to convey meaning (e.g., “Click the green button” is inaccessible to students with color blindness). Add labels or patterns as alternatives.

Fonts and Text

- **Font Family:** Use clear, sans-serif fonts for better readability on screen. (Arial, Calibri, Verdana),
- **Font Size:** Relative font sizes (such as percents or ems) provide more flexibility in modifying the visual presentation compared to absolute units (such as pixels or points).
- **Line Spacing**: Use adequate line spacing (1.5x or double spacing) to improve readability.
- **Text Justification**: Avoid fully justified text, as it can create uneven spacing and hinder readability.
- **Avoid All Caps**: Use sentence case instead of all uppercase letters for better readability.
- **Underlined Text:** The convention of underlined links has been around as long as the World Wide Web. Using underlined text for purposes other than links on the web will likely confuse some users, who may attempt to click on the underlined terms. Similarly, links that are not underlined may not be as obvious.

Interactive Tools and Third-Party Software

- Ensure that any external tools or software integrated into the course are accessible and compatible.
- Confirm compliance with WCAG 2.1 AA standards (Web Content Accessibility Guidelines).

Examples: Virtual labs, simulations, or eBooks should work with assistive technologies.

Accessibility Standards and Legal Frameworks

To comply with ADA regulations and ensure accessibility, courses should adhere to the following guidelines:

WCAG 2.1 (Web Content Accessibility Guidelines)

Level AA compliance is the standard for educational institutions. Key principles include:

- **Perceivable:** Content must be available to all senses (e.g., text alternatives for images, captions for videos).
- **Operable:** Interface elements must be navigable (e.g., keyboard navigation).
- **Understandable:** Content must be clear and easy to understand (e.g., plain language, consistent layout).
- **Robust:** Content must work with current and future assistive technologies.

Section 508 of the Rehabilitation Act

Section 508 applies to federal agencies but also acts as a benchmark for educational institutions. It requires electronic and information technology to be accessible to people with disabilities.

ADA Title III

Prohibits discrimination against individuals with disabilities in public accommodations, including colleges and universities.

Tools and Resources for Accessibility

Accessibility Checkers

- Microsoft Office: Built-in accessibility checker for Word, PowerPoint, and Excel.
- Adobe Acrobat: Accessibility tools for PDFs.
- WebAIM's WAVE Tool: Evaluates web pages for accessibility issues.

Captioning Tools

- Microsoft Stream: Auto-captions (must be checked for accuracy).
- Rev or Otter.ai: Paid tools for more accurate captions and transcripts.

Screen Reader Testing

- Use the Read Aloud Chrome Extension to test course content from a student perspective.

Faculty and Staff Training

- Provide ongoing training for faculty and staff on best practices for accessibility.
- Include workshops on how to create accessible documents, videos, and interactive activities.
- Provide guides and resources for effectively using accessibility tools.

Monitoring and Updates

- Conduct regular audits of online courses to ensure compliance with ADA and WCAG standards.
- Gather feedback from students to identify and address accessibility challenges.
- Update materials and practices as new accessibility technologies and guidelines become available.

Support for Students with Disabilities

Accommodations

Clearly outline how students can request accommodations through your institution's disability services office.

Camera and Microphone Use

Ensure that the use of cameras and microphones during online classes respects student privacy and confidentiality.

- Allow students to use virtual backgrounds during video calls to protect their physical environment.

Proctoring Tools and Consent

If online proctoring software is used, obtain student consent and provide transparency about data collection, storage, and use.

Intellectual Property

Faculty-Created Content

Materials created by faculty for online instruction remain the intellectual property of the institution unless otherwise specified in employment contracts or agreements.

Student Work Ownership

Students retain intellectual property rights to their original work submitted as part of course requirements.

Use of Open Educational Resources (OER)

Faculty are encouraged to use open educational resources (OER) where appropriate. All OER must comply with accessibility and copyright laws.

Copyright Compliance

All faculty and staff are expected to understand copyright laws when using third-party materials in their teaching and learning activities.

Requirements for Graduation & Program Completion

Associate in Applied Science Degrees

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

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

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

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

Interprofessional Education Requirement

All Associate Degree programs require the completion of assigned interprofessional education experiences every semester.

Community Service Requirement
All Associate Degree programs require the completion of at least one assigned community service experience.

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

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

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

Nursing

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

Radiologic Technology

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

Bachelor of Science Degrees

The College's Board of Trustees confers degrees to students who have completed all Bachelor of Science Degree requirements.

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

Category	Course	Course Name	Minimum Level	Credits
Arts & Humanities	ENG	College Writing	100	3
	ENG	English Literature	200	3
	AH	Arts & Humanities Elective	200	3
	COM	Communications	100	3
Social Sciences	PSY	Intro to Psychology	100	3
	SS Elective	Elective	100	3
Math	MAT	General Math	100	3
Sciences	BIO	Anatomy & Physiology I & Lab	100	4
	BIO	Anatomy & Physiology II & Lab	100	4
Ethics/Philosophy/ Religion	PHI	Ethics, Philosophy, or Religion Elective	200	3
Electives		General Education	100	3
Electives		General Education	200	3
Electives		General Education	300	3
Total				**41**

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

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

Community Service Requirement
All Bachelor's Degree programs require the completion of at least one assigned community service experience.

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

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

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

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

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

Certificate Programs

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

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

Interprofessional Education Requirement
All Certificate programs require the completion of assigned interprofessional education experiences every semester.

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

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

Degrees

General Education

Pre-Diagnostic Medical Sonography

Degree Type

Associate in Applied Science

About Our Program

The Pre-Diagnostic Medical Sonography Associate Degree Program offers a comprehensive pathway for students who are not eligible for the DMS Advanced Certificate program, guiding them toward a career in sonography. This program combines rigorous classroom instruction, hands-on laboratory practice, and valuable clinical experience to provide students with a solid foundation in anatomy, physiology, patient care, and ethical practices. The curriculum focuses on the essential principles of ultrasound technology and the imaging techniques employed across various sonographic specialties. Upon successful completion, students will qualify to apply for the Advanced Certificate of Diagnostic Medical Sonography program, continuing their professional development toward becoming registered diagnostic medical sonographers.

Program Goals and Learning Outcomes

1. Execute effective communication
    a. Students will demonstrate effective written and verbal communication skills in classroom and healthcare settings, including interactions with patients, colleagues, peers, and interdisciplinary teams
2. Demonstrate professionalism
    a. Students will apply ethical reasoning and emotional intelligence in patient care, ensuring professionalism and adherence to healthcare ethics
    b. Students will model civic responsibility and lifelong learning by engaging in service-learning, healthcare outreach, and ongoing professional development
3. Determine the needs of diverse populations
    a. Students will investigate personal biases and the potential negative effects they can have on quality patient care
    b. Students will implement strategies to mitigate biases in patient care scenarios
4. Demonstrate critical thinking and metacognition
    a. Students will utilize analytical reasoning and problem-solving skills to interpret medical data, understand patient conditions, navigate healthcare systems, and prepare for diagnostic imaging challenges

	Total Credits	**60**

Course Sequencing

First Semester

Course Code	Title	Credits
HCS 102	Medical Terminology	3
ENG 101	College Writing	3
HUM 101	Navigating Academia: Tools for College & Life	3
BIO 111	Human Anatomy & Physiology I	3
BIO 111L	Human Anatomy & Physiology I Lab	1
	Sub-Total Credits	**13**

Second Semester

Course Code	Title	Credits
BIO 112	Human Anatomy & Physiology II	3
BIO 112L	Anatomy & Physiology II Lab	1
COM 102	Communications	3
PSY 101	Introduction to Psychology	3
	General Elective	3
	Sub-Total Credits	**13**

Third Semester

Course Code	Title	Credits
DMS 201	Exploring Diagnostic Medical Sonography	2
MAT 140	College Algebra	3
SOC 200	Artificial Intelligence in Healthcare	3
	Sub-Total Credits	**8**

Fourth Semester

Course Code	Title	Credits
RAD 110	Applied Physics	2
HCS 110	Intro to Medical Laboratory Procedures w/Lab	4
HCS 120	Intro to Medical Office Procedures w/Lab	4
HUM 225	Emotional Intelligence	3
	Sub-Total Credits	**13**

Fifth Semester

Course Code	Title	Credits
HCS 250	Health Sciences Clinical Preceptorship	3
MIS 300	Sectional Anatomy	3
HCS 115	Phlebotomy Practicum	1
PSY 201	Developmental Psychology	3
PHI 206	Ethics in Healthcare	3
	Sub-Total Credits	**13**

Career Opportunities

Graduates will earn an Associate of Applied Science in Pre-Diagnostic Medical Sonography. Students will also have the opportunity to earn certifications in Medical Assisting and Phlebotomy, enhancing their employability in healthcare settings while they continue their professional development. The curriculum covers key concepts in anatomy, physiology, humanities, social sciences, ultrasound technology, patient care, and ethical practices, all of which prepare students for various roles in healthcare environments.

Upon completion, students will be eligible to apply for the Advanced Certificate in Diagnostic Medical Sonography, moving one step closer to becoming registered diagnostic medical sonographers. This program is ideal for recent high school graduates and individuals who do not yet meet the admission requirements for the Advanced Certificate program, offering them a valuable entry point into the growing field of sonography.

Health Sciences – Pre-Professions

Degree Type

Associate in Health Sciences

About Our Program

The associate degree in Health Sciences (AHS) Pre-Professions program consisting of courses in the following academic areas: Biology, English, Math, Humanities, Healthcare Sciences, Psychology, and Philosophy. Courses offered focus on general education, human health, and preparation for certifications in Medical Assisting and Phlebotomy. This program serves as a pre-professions program, offering students interested in nursing or medical imaging programs a longer runway to complete general education courses prior to starting their ultimate program of choice. Students completing their Medical Assistant Certification are eligible for automatic acceptance into the Associate Degree in Nursing or the Practical Nursing programs.

Program Goals and Learning Outcomes

1. Discuss normal structures and functions within the major systems of the human body.
2. Critically evaluate information within various genera, to solve problems and make informed decisions.
3. Demonstrate how ethical principles and legal issues are related to healthcare, including patient confidentiality and informed consent.
4. Employ skills to promote clear, respectful, and constructive methods of communication in various environments.
5. Practice professionalism (attitude, reliability, integrity, and adherence to ethical standards) in various settings.
6. Consider the impact of cultural, social, and economic factors on human health.
7. Employ the skills and knowledge needed for advancement in healthcare education or entry-level healthcare roles.

Curriculum Plan

AHS Pre-Professions Core

Students may choose from BIO courses but must take a minimum of 4 credits. All other courses listed are required:

Course Code	Title	Credits
BIO 105	General Anatomy & Physiology with Lab	4
BIO 111	Human Anatomy & Physiology I	3
BIO 111L	Human Anatomy & Physiology I Lab	1
BIO 112	Human Anatomy & Physiology II	3
BIO 112L	Anatomy & Physiology II Lab	1
BIO 214	Microbiology with Lab	4
ENG 101	College Writing	3
HUM 101	Navigating Academia: Tools for College & Life	3
HUM 220	Topics in Multiculturalism	3
HUM 225	Emotional Intelligence	3
MAT 140	College Algebra	3
PHI 206	Ethics in Healthcare	3
COM 102	Communications	3
HCS 102	Medical Terminology	3
PSY 101	Introduction to Psychology	3
SOC 200	Artificial Intelligence in Healthcare	3
	Sub-Total Credits	**34-42**

Elective Courses

Students must complete between 18-27 credits from this category in addition to the credits from the AHS Pre-Professions Core courses to total a minimum of 60 total credits

Course Code	Title	Credits
DMS 201	Exploring Diagnostic Medical Sonography	2

ENG 210	English Literature	3
HCS 105	Health Sciences Seminar	2
HCS 110	Intro to Medical Laboratory Procedures w/Lab	4
HCS 115	Phlebotomy Practicum	1
HCS 120	Intro to Medical Office Procedures w/Lab	4
HCS 250	Health Sciences Clinical Preceptorship	3
HUM 350	Integrative Health	3
HUM 360	World Religions	3
MAT 160	Intro to Statistics	3
MHT 100	Intro. to Mental Health Issues & Consumer Care	3
MIS 100	Introduction to Imaging Sciences	2
PSY 201	Developmental Psychology	3
RAD 110	Applied Physics	2
SOC 101	Introduction to Sociology	3
SOC/HUM 400	Diversity, Equity, Inclusion, and Belonging	3
	Sub-Total Credits	**18-27**
	Total Credits	**60-61**

Career Opportunities

Graduates will be eligible to work in doctor's offices, hospitals, and other medical facilities. Those graduating with Medical Assistant and/or Phlebotomy certifications will be eligible to work in many different health care environments completing a wide range of clinical tasks. In many cases students may even have a standing job offer from an employer on the day that he or she graduates from the program.

Medical Imaging Science (MIS)

Computed Tomography

Degree Type

Advanced Certificate

About Our Program

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

Mission

The mission of the Computed Tomography Program is to:

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

Program Goals and Learning Outcomes

Goals

1. Students will successfully complete the program.
2. Graduates will pass the ARRT examination.
3. Graduates will be satisfied with their education.
4. Graduates who are actively seeking employment will be employed in Medical Imaging.
5. Employers will be satisfied with the quality of graduates.

Learning Outcomes

1. Execute effective communication
    a. Students will assess non-verbal, verbal, and written communication techniques based on patient care situations. (Evaluate)
    b. Students will evaluate non-verbal, verbal, and written communication techniques to enhance team functionality (Evaluate)
2. Demonstrate professionalism
    a. Students will demonstrate ethical behavior and professional demeanor as outlined by the ARRT. (Apply)
    b. Students will investigate continuing education requirements. (Analyze)
    c. Students will compare resources for professional development (Evaluate)
3. Determine the needs of diverse populations
    a. Students will reflect on their biases and ways to mitigate the potential negative effects to promote quality patient care. (Evaluate)
4. Demonstrate critical thinking and metacognition
    a. Students will assess their exam practices to meet the needs of each patient. (Create)
    b. Students will evaluate radiographic images for quality and clarity. (Evaluate)

5. Demonstrate clinical competency
    a. Students will produce quality radiographic images. (Apply)
    b. Students will determine the appropriate protocol based on patient considerations, safety, and provider order. (Evaluate)

Curriculum Plan

Program Requirements

Course Code	Title	Credits
MIS 300	Sectional Anatomy	3
CT 325	CT Principles and Applications	3
CT 360	CT Clinical Practicum	8
	Sub-Total Credits	**14**

Notes

CT 360 may be substituted for CT 340, 4 credits and CT 350, 4 credits if attending part-time.

The curriculum plan is subject to change.

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

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

	Total Credits	**14**

Qualifications for Licensure

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

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

Career Opportunities

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

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

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

Diagnostic Medical Sonography

Degree Type

Advanced Certificate

About Our Program

The Advanced Certificate Program in Diagnostic Medical Sonography provides a pathway for individuals seeking to advance their studies in medical imaging. The program offers the knowledge, skills, and abilities necessary to practice sonography and prepares graduates to work as sonographers and function as vital members of the healthcare team.

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

Mission

The mission of the Diagnostic Medical Sonography Program is to:

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

Program Goals and Learning Outcomes

Goals

1. Students will successfully complete the program.
2. Students will successfully pass the ARDMS Sonography Principles and Instrumentation (SPI) examination.
3. Graduates will successfully pass the ARDMS Abdomen (AB) examination.
4. Graduates will successfully pass the ARDMS Obstetrics and Gynecology (OB/GYN) examination.
5. Graduates will become Registered Diagnostic Medical Sonographers (RDMS).
6. Graduates will be satisfied with their education.

Learning Outcomes

Minimum Expectations: To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal sonography-extended and obstetrics and gynecology concentrations.

1. Execute effective communication
    a. Students will assess non-verbal, verbal, and written communication techniques based on patient care situations (Evaluate)
    b. Students will evaluate non-verbal, verbal, and written communication techniques to enhance team functionality (Evaluate)
2. Demonstrate professionalism
    a. Students will demonstrate ethical behavior and professional demeanor as outlined by the SDMS (Apply)
    b. Students will investigate continuing education requirements (Analyze)
    c. Students will compare resources for professional development (Evaluate)
3. Determine the needs of diverse populations
    a. Students will reflect on their biases and ways to mitigate the potential negative effects to promote quality patient care (Evaluate)
4. Demonstrate critical thinking and metacognition
    a. Students will assess their exam practices to meet the needs of each patient. (Evaluate)
    b. Students will evaluate ultrasound images for quality and clarity (Evaluate)
    c. Students will assess prior imaging in different modalities to better evaluate the patient (Evaluate)
5. Demonstrate clinical competency
    a. Students will produce quality ultrasound images (Apply)
    b. Students will determine the appropriate protocol based on patient considerations, safety, and provider order (Evaluate)

	Total Credits	**45**

Course Sequencing

First Semester

Course Code	Title	Credits
DMS 301	Introduction to Sonography	3
DMS 311	Sonography of the Abdomen	4
DMS 320	Obstetrical & Gynecological Sonography I	3
DMS 330	Sonography Lab I	3
	Sub-Total Credits	**13**

Second Semester

Course Code	Title	Credits
DMS 340	Sonography Physics & Instrumentation	3
DMS 355	Sonography of the Abdomen and Additional Procedures	3
DMS 360	Obstetrical & Gynecological Sonography II	3
DMS 370	Sonography Lab II	2
DMS 380	Sonography Clinical Practicum I	4
	Sub-Total Credits	**15**

Third Semester

Course Code	Title	Credits
DMS 395	Sonography Clinical Practicum II	6
	Sub-Total Credits	**6**

Fourth Semester

Course Code	Title	Credits
DMS 400	Sonography Seminar and Review	3
DMS 415	Sonography Clinical Practicum III	8
	Sub-Total Credits	**11**

Qualifications for Licensure

Individuals may become Registered Diagnostic Medical Sonographers (RDMS) by passing the Sonography Physics and Instrumentation (SPI) examination in addition to one specialty examination (Abdomen (AB) or Obstetrics and Gynecology (OB/GYN)) offered by the American Registry for Diagnostic Medical Sonography (ARDMS).

Career Opportunities

A Registered Diagnostic Medical Sonographer is educated in the “art and science” of creating medical images of internal structures using high-frequency sound waves.

Diagnostic Medical Sonographers are essential members of the healthcare team who work closely with physicians to provide high-quality patient care. They perform diagnostic ultrasound examinations in a variety of clinical settings, including hospitals, imaging centers, and physician offices. Sonographers use specialized equipment to capture images that assist physicians in evaluating and diagnosing a wide range of medical conditions.

There is a strong demand for Diagnostic Medical Sonographers, and a career in this field offers many opportunities for growth. Sonographers may choose to pursue further education to advance into roles in education, management, or research. Because the need for qualified sonographers exceeds the current supply, job prospects are excellent, and salaries are often higher as a result.

Mammography

Degree Type

Advanced Certificate

About Our Program

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

Mission

The mission of the Mammography Program is to:

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

Program Goals and Learning Outcomes

Goals

1. Students will successfully complete the program.
2. Graduates will pass the ARRT examination.
3. Graduates will be satisfied with their education.
4. Graduates who are actively seeking employment will be employed in Medical Imaging.
5. Employers will be satisfied with the quality of graduates.

Learning Outcomes

1. Execute effective communication
    a. Students will assess non-verbal, verbal, and written communication techniques based on patient care situations. (Evaluate)
    b. Students will evaluate non-verbal, verbal, and written communication techniques to enhance team functionality (Evaluate)
2. Demonstrate professionalism
    a. Students will demonstrate ethical behavior and professional demeanor as outlined by the ARRT. (Apply)
    b. Students will investigate continuing education requirements. (Analyze)
    c. Students will compare resources for professional development (Evaluate)
3. Determine the needs of diverse populations
    a. Students will reflect on their biases and ways to mitigate the potential negative effects to promote quality patient care. (Evaluate)
4. Demonstrate critical thinking and metacognition
    a. Students will assess their exam practices to meet the needs of each patient. (Create)
    b. Students will evaluate radiographic images for quality and clarity. (Evaluate)
5. Demonstrate clinical competency
    a. Students will produce quality radiographic images. (Apply)
    b. Students will determine the appropriate protocol based on patient considerations, safety, and provider order. (Evaluate)

Curriculum Plan

Program Requirements

Course Code	Title	Credits
MAM 300	Patient Care in Mammography	2
MAM 310	Image Production in Mammography	3
MAM 320	Anatomy, Physiology, and Pathology of the Breast	2
MAM 330	Mammography Procedures	3
MAM 340	Mammography Clinical Practicum	6
	Sub-Total Credits	**16**

Notes

The curriculum plan is subject to change.

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

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

	Total Credits	**16**

Qualifications for Licensure

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

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

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

Career Opportunities

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

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

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

Radiologic Technology

Degree Type

Associate in Applied Science

About Our Program

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

The Program begins in August each year. Students attend the College on a full-time basis, with classes and clinical rotations consisting of 4-5 days a week. Clinical rotations are completed in medical imaging departments throughout Maine and New Hampshire. Students complete clinical training in all areas of diagnostic radiography and are introduced to medical imaging specialties. Program graduates are eligible to apply for the American Registry of Radiologic Technologist examination and obtain Maine Licensing.

Mission

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

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

Program Goals and Learning Outcomes

Goal 1: Execute effective communication

Student Learning Outcomes:

A. Students will assess non-verbal, verbal, and written communication techniques based on patient care situations. (Evaluate)
B. Students will evaluate non-verbal, verbal, and written communication techniques to enhance team functionality (Evaluate)

Goal 2: Demonstrate professionalism

Student Learning Outcomes:

A. Students will demonstrate ethical behavior and professional demeanor as outlined by the ARRT. (Apply)
B. Students will investigate continuing education requirements. (Analyze)
C. Students will compare resources for professional development (Evaluate)

Goal 3: Demonstrate critical thinking and metacognition

Student Learning Outcomes:

A. Students will assess their exam practices to meet the needs of each patient. (Create)
B. Students will evaluate radiographic images for quality and clarity. (Evaluate)
C. Students will reflect on their biases and ways to mitigate the potential negative effects to promote quality patient care. (Evaluate)

Goal 4: Demonstrate clinical competency

Student Learning Outcomes:

A. Students will produce quality radiographic images. (Apply)
B. Students will determine the appropriate protocol based on patient considerations, safety, and provider order. (Evaluate)

Curriculum Plan

Distribution of AAS Credit Hour

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

Course Code	Title	Credits
ENG 101	College Writing	3
COM 102	Communications	3
PSY 101	Introduction to Psychology	3
	Humanities Elective	3
	Sub-Total Credits	**12**

Sciences and Math (15%)

Course Code	Title	Credits
BIO 111	Human Anatomy & Physiology I	3
BIO 112	Human Anatomy & Physiology II	3
MAT 140	College Algebra	3
	Sub-Total Credits	**9**

Concentration (69%)

Course Code	Title	Credits
MIS 100	Introduction to Imaging Sciences	2
RAD 100	Radiographic Procedures I	3
RAD 110	Applied Physics	2
RAD 135	Radiology Clinical I	2
RAD 140	Radiographic Procedures II	3
RAD 150	Principles of Rad. Exposure & Physics I	3
RAD 160	Radiology Clinical II	4
RAD 170	Radiographic Pathology	1
RAD 180	Radiology Clinical III	6
RAD 200	Radiographic Procedures III	3
RAD 210	Principles of Rad. Exposure & Physics II	3
RAD 220	Advanced Patient Care in Radiography	1
RAD 230	Radiographic Supplemental Modalities	2
RAD 245	Radiology Clinical IV	8
RAD 250	Radiographic Quality Assurance	1
RAD 260	Radiation Protection & Radiobiology	2
RAD 270	Graduation/Registry Preparation	1
RAD 280	Radiology Clinical V	6
	Sub-Total Credits	**53**

	Total Credits	**76**

Course Sequencing

First Semester (Fall)

Course Code	Title	Credits
MIS 100	Introduction to Imaging Sciences	2
RAD 100	Radiographic Procedures I	3
RAD 110	Applied Physics	2
BIO 111	Human Anatomy & Physiology I	3
BIO 111L	Human Anatomy & Physiology I Lab	1
ENG 101	College Writing	3
RAD 135	Radiology Clinical I	2
	Sub-Total Credits	**16**

Second Semester (Spring)

Course Code	Title	Credits
RAD 140	Radiographic Procedures II	3
RAD 150	Principles of Rad. Exposure & Physics I	3
BIO 112	Human Anatomy & Physiology II	3
BIO 112L	Anatomy & Physiology II Lab	1
RAD 160	Radiology Clinical II	4
COM 102	Communications	3
	Sub-Total Credits	**17**

Third Semester (Summer)

Course Code	Title	Credits
MAT 140	College Algebra	3
RAD 170	Radiographic Pathology	1
RAD 220	Advanced Patient Care in Radiography	1
RAD 230	Radiographic Supplemental Modalities	2
RAD 180	Radiology Clinical III	6
	Sub-Total Credits	**13**

Fourth Semester (Fall)

Course Code	Title	Credits
RAD 200	Radiographic Procedures III	3

RAD 210	Principles of Rad. Exposure & Physics II	3
RAD 245	Radiology Clinical IV	8
	Sub-Total Credits	**14**

Fifth Semester (Spring)

Course Code	Title	Credits
RAD 250	Radiographic Quality Assurance	1
RAD 260	Radiation Protection & Radiobiology	2
RAD 270	Graduation/Registry Preparation	1
	Arts and Humanities Elective	3
PSY 101	Introduction to Psychology	3
RAD 280	Radiology Clinical V	6
	Sub-Total Credits	**16**

Notes

The curriculum plan is subject to change.

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

Qualifications for Licensure

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

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

Career Opportunities

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

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

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

Healthcare Administration (BSHCA)

Degree Type

Bachelor of Science

About Our Program

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

Program Goals and Learning Outcomes

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

Curriculum Plan

Credits Awarded Prior to Program Start

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

Program Requirements

Course Code	Title	Credits
ENG 210	English Literature	3
	Humanities Elective	3
MAT 160	Intro to Statistics	3
	Ethics Elective	3
SOC/HUM 400	Diversity, Equity, Inclusion, and Belonging	3
HCA 401	Technological Applications in Healthcare	3
IPE 411	Interprofessional Education (IPE)	3
HCA 410	Healthcare Compliance and Accreditation	3
HCA 420	Research Methods and Information Literacy	3
HCA 430	Healthcare Delivery Models	3
HCA 440	Financial Management in Healthcare	3

HCA 450	Risk Management in Healthcare	3
HCA 460	Leadership in Healthcare Administration	3
HCA 470	Healthcare Strategy and Policy	3
HCA 300	Healthcare Marketing	3
HCA 310	Human Resource Management in Healthcare	3
HCA 490	Capstone	6
	Sub-Total Credits	**54**

Note

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

BS HCA Course Prerequisites

To enroll in all BS HCA courses, students must be accepted into the BS HCA Program or receive permission from the Dean. Select courses may have additional prerequisites.

	Total Credits	**122**

Medical Imaging (BSMI)

Degree Type

Bachelor of Science

About Our Program

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

Program Goals and Learning Outcomes

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

Curriculum Plan

Credits Awarded Prior to Program Start

Category	Number of Credits
Health Professions Certification	45
General Education Courses	23
Total Credits Awarded Prior to Start	**68**

General Education Credits

Must include:

Course Code	Title	Credits
ENG 210	English Literature	3
	General Elective 200 Level	3
	Humanities Elective 200 Level	3
IPE 411	Interprofessional Education (IPE)	3
MAT 160	Intro to Statistics	3
	Ethics/Philosophy/Theology Elective 200 Level	3
	Optional: 3 General Education Credits	3
	Sub-Total Credits	**18-21**

Medical Imaging Credits

Must include:

Course Code	Title	Credits
MIS 490	Capstone	6
	Optional: 27 Medical Imaging Credits	27
	Sub-Total Credits	**6-33**

Healthcare Administration Credits

Must include:

Course Code	Title	Credits
HCA 420	Research Methods and Information Literacy	3
	Optional: 27 Healthcare Administration Credits	27
	Sub-Total Credits	**3-30**

Note

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

BS MI Course Prerequisites

To enroll in all BS MI courses, students must be accepted into the BS MI Program or receive permission from the Dean. Select courses may have additional prerequisites.

	Total Credits	**122**

Nursing (NUR)

Nursing

Degree Type

Associate in Applied Science

About Our Program

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

Mission

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

Program Goals and Learning Outcomes

Program Outcomes

1. Eligible to take the Registered Nurse Licensing Examination (NCLEX-RN). Graduates of MCHP nursing program will achieve at least an 80% first time pass-rate on the NCLEX examination.
2. At least 70% of the nursing students in a program cohort will complete the program in 100% of the standard time for completion.
3. Qualified for employment in the rapidly changing healthcare environment. 90% of the graduates will be employed in the area in which they are trained within 6 months of graduation.

Student Learning Outcomes

1. Appraise the nurse's role as a member of the interprofessional healthcare team.
2. Assemble current evidence-based practices to provide safe patient care practices by using clinical judgment and the nursing process.
3. Evaluate personal bias to optimize patient outcomes as they relate to social determinants of patient health.
4. Consider communication strategies to provide a therapeutic environment.
5. Assess the registered nurse scope of practice to ensure the quality of nursing care.

Curriculum Plan

Distribution of AAS Credit Hour

Arts & Humanities, and Social Science (22%)

Course Code	Title	Credits
ENG 101	College Writing	3
PSY 101	Introduction to Psychology	3
PSY 201	Developmental Psychology	3
	Humanities Elective	3
	Social Science Elective	3
	Sub-Total Credits	**15**

Sciences and Math (17%)

Course Code	Title	Credits
BIO 111	Human Anatomy & Physiology I	3
BIO 112	Human Anatomy & Physiology II	3
BIO 214	Microbiology with Lab	4
	Sub-Total Credits	**10**

Concentration (61%)

Course Code	Title	Credits
NUR 110	Health Assessment	2
NUR 115	Fundamentals & Health Assessment Lab	4
NUR 120	Fundamentals of Nursing	2
NUR 130	Medical-Surgical Nursing I	3
NUR 131	Medical-Surgical Nursing I Clinical	3
NUR 125	Pathophysiology & Pharmacology I	3
NUR 225	Pathophysiology & Pharmacology II	3
NUR 212	Mental Health Nursing	3
NUR 213	Mental Health Clinical	1
NUR 220	Medical-Surgical Nursing II	3
NUR 221	Medical-Surgical Nursing II Clinical	3
NUR 240	Maternity	3
NUR 241	Maternity Clinical	1

NUR 250	NCLEX-RN Preparation	3
NUR 251	Preceptorship & Clinical	3
NUR 255	Community and Public Health	3
	Sub-Total Credits	**43**
	Total Credits	**70**

Course Sequencing

First Semester

Course Code	Title	Credits
NUR 110	Health Assessment	2
NUR 115	Fundamentals & Health Assessment Lab	4
NUR 120	Fundamentals of Nursing	2
ENG 101	College Writing	3
PSY 101	Introduction to Psychology	3
BIO 111	Human Anatomy & Physiology I	3
	Sub-Total Credits	**17**

Second Semester

Course Code	Title	Credits
NUR 130	Medical-Surgical Nursing I	3
NUR 131	Medical-Surgical Nursing I Clinical	3
NUR 125	Pathophysiology & Pharmacology I	3
NUR 212	Mental Health Nursing	3
NUR 213	Mental Health Clinical	1
BIO 112	Human Anatomy & Physiology II	3
	Sub-Total Credits	**16**

Third Semester

Course Code	Title	Credits
NUR 220	Medical-Surgical Nursing II	3
NUR 221	Medical-Surgical Nursing II Clinical	3
NUR 225	Pathophysiology & Pharmacology II	3
NUR 240	Maternity	3
NUR 241	Maternity Clinical	1
	Arts and Humanities Elective	3
	Sub-Total Credits	**16**

Fourth Semester

Course Code	Title	Credits
NUR 250	NCLEX-RN Preparation	3
NUR 251	Preceptorship & Clinical	3
NUR 255	Community and Public Health	3
BIO 214	Microbiology with Lab	4
PSY 201	Developmental Psychology	3
	Social Science Elective	3
	Sub-Total Credits	**19**

Notes

The curriculum plan is subject to change.

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

NUR 250, NUR 251 and 255 need to be the last three courses' students take in the AAS Nursing program at MCHP.

Bridge to ADN Program

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

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

Qualifications for Licensure

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

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

Career Opportunities

Nursing is a long-respected profession concerned with the health and wellness of people of all ages. Nurses are needed in a growing variety of roles in hospitals, the military, public health, long-term care industry, and numerous other settings. Nurses take care of patients by administering medications and treatments, teaching patients and families, and collaborating with doctors and other healthcare team members. Equally important, nurses help those in need. Nursing career options offer exciting job opportunities with very competitive salaries and benefits.

Nursing (RN to BSN)

Degree Type

Bachelor of Science

About Our Program

The RN-BSN program equips RNs to excel in providing safe, high-quality care to diverse patient populations. With an integrated approach to healthcare, it enhances critical thinking, professional identity, and interprofessional collaboration, aiming to achieve positive health outcomes. Students engage with leadership principles to advocate effectively for patients, families, and the nursing profession while honing skills in communication and teamwork. The curriculum comprehensively analyses healthcare policies, regulations, resource management, and their implications for nursing practice. Graduates develop the capacity to make informed decisions, address complex challenges, and drive systemic improvements in healthcare. The program emphasizes values-based care, prioritizing inclusion, equity, and diversity, while focusing on health promotion and disease prevention strategies. It fosters human flourishing, a spirit of inquiry, and adaptability to the evolving healthcare landscape, empowering graduates to lead with confidence and compassion.

Program Goals and Learning Outcomes

1. Combine current trends, scientific developments, policies, and technological resources to deliver safe, quality nursing care to a diverse patient population.
2. Assess the effectiveness of interprofessional communication and collaboration strategies in promoting quality health outcomes. (Human Flourishing)
3. Compare leadership behaviors that advocate for self, patients, families, and the nursing profession during team interactions. (Spirit of Inquiry)
4. Judge the impact of health care policy, regulation, resource stewardship, technology, and economics on nursing practice and quality health outcomes. (Professional Identity)
5. Evaluate evidence-based studies, nursing theories, and interdisciplinary knowledge to inform clinical practice, guide decision-making, address challenges, and improve healthcare systems. (Evidence-Based Interventions)
6. Appraise values, biases, and stereotypes related to inclusion, equity, and diversity when caring for diverse populations.
7. Assess the application of health promotion and disease prevention strategies for diverse populations.

Curriculum Plan

Credits Awarded Prior to Program Start

Category	Number of Credits
RN (ADN) credits awarded, upon acceptance to RSBSN program, for RN License	45
General Education courses, credits required prior to acceptance into the program	27

RN-BSN Course Prerequisites

To enroll in RN-BSN courses, the student must be accepted into the RN-BSN Program or receive permission from the Dean. Note: Select courses may have additional prerequisites.

Program Requirements

Course Code	Title	Credits
COM 102	Communications	3
ENG 210	English Literature	3
	Arts and Humanities Elective	3
MAT 160	Intro to Statistics	3
	Ethics/Philosophy/Theology Elective	3
IPE 411	Interprofessional Education (IPE)	3
NUR 370	Nursing Theory	3
NUR 390	Nutrition	3
NUR 401	Technological Applications in Healthcare	3
NUR 420	Assessment Through the Lifespan	3
NUR 430	Nursing Research	3
NUR 440	Diseases of the Human Body	3
NUR 470	Community Health	3
NUR 480	Nursing Leadership	3
NUR 495	Capstone Project	6
	Sub-Total Credits	**48**

Note

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

	Total Credits	**120**

Practical Nursing (PN)

Practical Nursing

Degree Type

Certificate

About Our Program

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

Program Goals and Learning Outcomes

Program Outcomes

1. Eligible to take the Practical Nurse Licensing Examination (NCLEX-PN). Graduates of MCHP nursing program will achieve at least an 80% first time pass-rate on the NCLEX-PN examination.
2. At least 60% of the practical nursing students in a program cohort will complete the program in 100% of the standard time for completion.
3. Qualified for employment in the rapidly changing healthcare environment-90% of the practical nursing graduates will be employed in the area in which they are trained within 4-months of graduation.

Student Learning Outcomes

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

Curriculum Plan

Courses Distribution for Graduation

Communication and Social Sciences (17%)

Course Code	Title	Credits
PSY 101	Introduction to Psychology	3
ENG 101	College Writing	3
	Sub-Total Credits	**6**

Sciences and Math (17%)

Course Code	Title	Credits
BIO 105	General Anatomy & Physiology with Lab	4
	Sub-Total Credits	**4**

Concentration (66%)

Course Code	Title	Credits
PN 101	PN Nursing Care I	5
PN 102	PN Nursing Care I Lab	4
PN 121	PN Nursing Care II	3
PN 122	PN Nursing Care II Clinical	3
PN 131	PN Nursing Care III	7
PN 132	PN Nursing Care III Clinical	3
	Sub-Total Credits	**25**

	Total Credits	**35**

Course Sequencing

First Semester

Course Code	Title	Credits
BIO 105	General Anatomy & Physiology with Lab	4
PN 101	PN Nursing Care I	5
PN 102	PN Nursing Care I Lab	4
PSY 101	Introduction to Psychology	3
	Sub-Total Credits	**16**

Second Semester

Course Code	Title	Credits
PN 121	PN Nursing Care II	3
PN 122	PN Nursing Care II Clinical	3
	Sub-Total Credits	**6**

Third Semester

Course Code	Title	Credits
PN 131	PN Nursing Care III	7
PN 132	PN Nursing Care III Clinical	3

ENG 101	College Writing	3
	Sub-Total Credits	**13**

Note

The curriculum plan is subject to change.

Qualifications for Licensure

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

Career Opportunities

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

Courses

Biology (BIO)

BIO 050: Foundations in Biology & Chemistry

This preparatory course provides a foundational introduction to the key concepts in biology and chemistry and is designed for students who need to strengthen their understanding of basic scientific principles. Students will explore the essential building blocks of life, the chemical & biological processes that sustain living organisms, sexual reproduction & inheritance, and the scientific method of inquiry. This course is designed for students who may be new to biology and chemistry or need a refresher. By the end of the course, students will have a solid grasp of the basic principles of science and be prepared to pursue more advanced topics in the life and physical sciences

Credits	**0**

BIO 105: General Anatomy & Physiology with Lab

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

Credits	**4**

BIO 111: Human Anatomy & Physiology I

This is the first course of a two-semester sequence in human anatomy and physiology, and it is accompanied by a 1-credit lab course. This course emphasizes human physiology, and the accompanying laboratory course emphasizes human anatomy. Students explore the structures and functions of the human organism at the chemical, cellular, tissue, organ, and systems levels, and learn terminology that is necessary to comprehend and appropriately communicate biological concepts. Common diseases in certain systems are explored.

Credits	**3**

BIO 111L: Human Anatomy & Physiology I Lab

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

Credits	**1**

BIO 112: Human Anatomy & Physiology II

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

Credits	**3**
Prerequisites	**BIO 111/BIO 111L**

BIO 112L: Anatomy & Physiology II Lab

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

Credits	**1**
Prerequisites	**BIO 111/BIO 111L**

BIO 214: Microbiology with Lab

This course provides a survey of the microbial world including bacteria, yeast, molds, fungi, and viruses. The primary focus of the course is on the relationship between humans and microbes ranging from the various forms of parasitism, to disease processes, to immunity. Students will develop an understanding of prokaryotic cell structure, bacterial genetics and metabolism, control of microbial growth, how microbes cause specific disease, and various public health and medical interventions to combat microbial disease. Students will also be exposed to real world application of microbiology in the healthcare setting via laboratory learning content.

Credits	**4**
Prerequisites	**BIO 112/BIO 112L**

BIO 440: Diseases of the Human Body

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

Credits	**3**
Prerequisites	**Admission to RN-BSN or BSMI Program or permission of the Dean.**

Communications (COM)

COM 102: Communications

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

Credits	**3**

Computed Tomography (CT)

CT 325: CT Principles and Applications

This course provides an overview of the principles and applications of computed tomography (CT) procedures. Patient considerations and safety, physics and instrumentation, and procedural details are covered. Image reconstruction and specialty exams are also studied.

Credits	**3**

CT 340: CT Clinical Practicum I

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

Credits	**4**
Prerequisites	**MIS 300, CT 325**

CT 350: CT Clinical Practicum II

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

Credits	**4**
Prerequisites	**CT 340**

CT 360: CT Clinical Practicum

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

Credits	**8**
Prerequisites	**MIS 300, CT 325**

Diagnostic Medical Sonography (DMS)

DMS 201: Exploring Diagnostic Medical Sonography

This course provides an introduction to the field of diagnostic medical sonography, building fundamental knowledge of sonographic imaging, equipment, and techniques. Topics include the role of the sonographer, basic ultrasound principles, image acquisition techniques, and an overview of sonographic applications in various medical specialties. Students will explore professional and ethical considerations in the field, as well as career pathways and certification requirements. A required job shadowing experience will offer hands-on exposure to real-world sonography practice, helping students gain insight into the profession and its clinical environment.

Credits	**2**
Prerequisites	**HCS 102, BIO 111, BIO 111L, BIO 112, and BIO 112L**

DMS 301: Introduction to Sonography

An introduction to sonography will be presented including the sonographer's role in healthcare delivery. Principles, practices, and professional responsibilities will be covered including assessment, medical emergencies, communication, ergonomics, and knobology. A foundation of ethics and law related to the scope of practice of sonography will be explored.

Credits	**3**
Prerequisites	**Acceptance into the DMS Program or by permission of the Dean.**

DMS 311: Sonography of the Abdomen

This course gives an in-depth evaluation of the abdomen and associated abnormal and pathological conditions as seen on sonographic imaging. Sonographic technique and image evaluation of the abdomen, including organs and vasculature will be studied.

Credits	**4**
Prerequisite / Corequisite	**DMS 301**
Prerequisites	**Acceptance into the DMS Program or by permission of the Dean.**

DMS 320: Obstetrical & Gynecological Sonography I

This course is an in-depth study of the female reproductive system through sonographic technique and evaluation and includes abnormal and pathological conditions. An introduction to sonographic technique used in obstetrics with focus on the first trimester will be included.

Credits	**3**
Prerequisite / Corequisite	**DMS 301**
Prerequisites	**Acceptance into the DMS Program or by permission of the Dean.**

DMS 330: Sonography Lab I

This course introduces the student to the practical portion of the sonography program, reinforcing the concepts covered in the first-semester courses. The student will observe and perform hands-on scanning in the sonography lab setting, as well as computerized simulation.

Credits	**3**
Prerequisite / Corequisite	**DMS 301**
Prerequisites	**Acceptance into the DMS Program or by permission of the Dean.**
Corequisites	**DMS 311, DMS 320**

DMS 340: Sonography Physics & Instrumentation

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

Credits	**3**
Prerequisites	**DMS 301**

DMS 355: Sonography of the Abdomen and Additional Procedures

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

Credits	**3**
Prerequisites	**DMS 311**
Corequisites	**DMS 370**, **DMS 380**

DMS 360: Obstetrical & Gynecological Sonography II

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

Credits	**3**
Prerequisites	**DMS 320**
Corequisites	**DMS 370**

DMS 370: Sonography Lab II

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

Credits	**2**
Prerequisites	**DMS 330**

DMS 380: Sonography Clinical Practicum I

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

Credits	**4**
Prerequisite / Corequisite	**DMS 355**, **DMS 360**, **DMS 370**
Prerequisites	**DMS 330**

DMS 395: Sonography Clinical Practicum II

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

Credits	**6**
Prerequisites	**DMS 380**

DMS 400: Sonography Seminar and Review

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

Credits	**3**
Prerequisites	**DMS 395**

DMS 415: Sonography Clinical Practicum III

The purpose of clinical practicum is to apply the knowledge and techniques learned thus far in the program. Evaluation of the student's sonographic technique, ergonomics, and patient rapport are included. The student will work one-on-one with a sonographer at designated clinical settings. As a continuation of DMS 395, the student will perform most exams independently. The student will modify scanning protocol based upon clinical findings and differential diagnosis. Sonographic competency evaluations will be completed on remaining procedures.

Credits	**8**
Prerequisites	**DMS 395**

DMS 420: Breast Ultrasound

This course provides students with foundational knowledge of the principles of ultrasound and patient care as it pertains to breast sonography. An in-depth evaluation of the breast and associated abnormal and pathological conditions is explored. In addition, technique, protocols, and image evaluation of the breast, including normal and abnormal echotexture and vasculature will be studied. Pre-req: ARDMS registered, ARRT (M) registered, or student currently in the DMS or MAM program.

Credits	**3**

DMS 430: Vascular Ultrasound

This course provides students with foundational knowledge of the principles of ultrasound and patient care as it pertains to vascular sonography. An in-depth evaluation of the vascular system and associated abnormal and pathological conditions is explored. In addition, techniques, protocols, and image evaluation of the body's vessels, including normal and abnormal echotexture and flow patterns, will be studied.

Credits	**3**
Prerequisites	**ARDMS registered, ARRT (CI, CV, or VI) registered, or student currently in the DMS program.**

English (ENG)

ENG 101: College Writing

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

Credits	**3**

ENG 210: English Literature

The focus of this course is the exploration of literature. Literature is a creative expression of our human experience. Students will explore the characteristics and conventions of various literary genres: fiction, poetry, and drama. Through close reading exercises, students will improve their ability to examine texts in detail, paying attention to nuances in language, tone, and style. To promote a deeper understanding of literary techniques, students will experiment with different forms and styles of writing. Students will explore research methodologies relevant to literary studies, including locating and evaluating secondary sources, conducting literary analysis, and citing sources. To foster an appreciation for the diversity of voices in literature, students will appraise works by authors from a variety of cultural backgrounds, genders, and time periods.

Credits	**3**
Prerequisites	**ENG 101**

Healthcare Administration (HCA)

HCA 300: Healthcare Marketing

This course will introduce students to marketing concepts and components used within healthcare organizations. Special attention is given to how community relations impact healthcare marketing. The course will also explore the role that current marketing issues and trends play in the strategic planning process.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean**

HCA 310: Human Resource Management in Healthcare

This course focuses on applying human resource management concepts within the healthcare setting. Students will explore legal, behavioral, and administrative requirements necessary to optimize organizational performance.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean**

HCA 401: Technological Applications in Healthcare

The focus of this course is to explore patient care technologies, information systems, telecommunication technologies, and communication devices that support the healthcare environment. Students will gain an understanding of the impact these information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety, and health outcomes.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean**

HCA 410: Healthcare Compliance and Accreditation

This course introduces healthcare compliance as an industry. Students will explore the federal and state laws that regulate the delivery and reimbursement practices of the U.S. healthcare system. Students will investigate federal, state, and voluntary compliance programs in healthcare settings.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 420: Research Methods and Information Literacy

Research methods and information literacy will be the focus of this course. Topics will include research terminology, literature searching, and literature evaluation. This content is geared to increase and disseminate intellectual inquiry, information literacy and the use of scholarly research methods.

Credits	**3**
Prerequisites	**MAT 160, Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 430: Healthcare Delivery Models

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

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 440: Financial Management in Healthcare

This course will engage students in the foundations of financial management in delivery of healthcare services. Topics will include the purpose and methods of financial reporting in addition to financial risk, variances, and an overview of payer-mix models. Students also explore the financial, political, and economic aspects of healthcare finance.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 450: Risk Management in Healthcare

This course focuses on the complex issues and concerns of healthcare administration as they apply to risk management. Students will explore the diverse tools, techniques, and theories as related to various stakeholders in a healthcare environment.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 460: Leadership in Healthcare Administration

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

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 470: Healthcare Strategy and Policy

This course offers a broad overview of healthcare strategy and policy with a focus on how economic forces, political trends, and changing social priorities influence policy development. Students will explore how policy initiatives impact stakeholders.

Credits	**3**
Prerequisites	**Admission to BSMI or BSHCA program or permission of the Dean.**

HCA 490: Capstone

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

Credits	**6**

Healthcare Science (HCS)

HCS 101: Introduction to Healthcare Science

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

Credits	**3**

HCS 102: Medical Terminology

This course aims to equip students with the ability to decipher, pronounce and accurately use terminology common in the healthcare field. Medical terminology is essential for healthcare professionals, to allow for effective communication, documentation, and understanding of medical conditions, treatments, and procedures. The course will begin with principles of word construction in medical terminology, including combining forms, word roots, and combining vowels, and then systematically work through the body systems exploring medical terms that identify the anatomy, physiology, diagnostic testing, pathology, surgical and therapeutic interventions.

Credits	**3**

HCS 105: Health Sciences Seminar

This seminar empowers students to develop and enhance essential employment preparations skills, including effective resume writing and interview techniques. Students will engage in practical exercises that reinforce best practices in professional communication and workplace professionalism. Additionally, the seminar introduces various career pathways available to graduates equipping students with the knowledge and strategies needed to confidently navigate their job search and career planning.

Credits	**2**

HCS 110: Intro to Medical Laboratory Procedures w/Lab

Students will be introduced to the professions of Medical Assisting (CCMA), Phlebotomy (CPT), and Patient Care Technician (CPCT) by studying the theory and skills necessary to function in a medical lab setting. Theoretical applications will focus on the entire life span, including health, health promotion, wellness, and illness. Students will apply these concepts in the college lab, including phlebotomy, preparing for, and assisting with procedures, performing point of care testing and microscopy, and following laboratory safety standards. Students are required to practice selected skills with each other during the laboratory portion of this course.

Credits	**4**
Prerequisite / Corequisite	**HCS 102**

HCS 115: Phlebotomy Practicum

The Phlebotomy Practicum is a 60-hour hands-on clinical training course designed for students who have already completed the theoretical and practical aspects of phlebotomy training in HCS 110. The course offers students the opportunity to gain practical experience by working under the direct supervision of a certified phlebotomist in a clinical setting. The course requires a minimum of 10 successful capillary punctures and 30 successful venipunctures under the direct supervision of the phlebotomist. Students gain experience performing phlebotomy skills, demonstrating proper patient identification, choosing the correct equipment for the tests that are ordered, ensuring that the necessary preanalytical requirements have been met, using the appropriate technique, and labeling and transporting specimens according to facility protocol.

Credits	**1**
Prerequisites	**HCS 110**

HCS 120: Intro to Medical Office Procedures w/Lab

Students will be introduced to the professions of Medical Assisting (CCMA) and Patient Care Technician (CPCT) by studying the theory and skills necessary to function in a medical office setting. Theoretical applications will focus on the entire life span, including health, health promotion, wellness, and illness. Students will apply these concepts in the college lab, performing procedures such as vital signs, electrocardiograms, medication preparation and administration, assisting in physical exams, and setting up for and assisting with minor office surgeries.

Credits	**4**
Prerequisite / Corequisite	**HCS 102**

HCS 130: Central Sterile Processing

Students enrolled in this course will learn the necessary skills to professionally perform the duties of a Sterile Processing Technician. Students learn to decontaminate, inspect, assemble, disassemble, package, and sterilize reusable surgical instruments and devices for healthcare facilities. In addition, students learn how to maintain and organize inventory of surgical instruments and devices.

Credits	**4**

HCS 135: Central Sterile Processing Practicum

This 400-hour practicum is designed to provide students with an opportunity to demonstrate knowledge and practice in Central Sterile Processing in a hospital environment. This clinical experience provides students with a setting in which they gain experience working in the sterile processing field under the supervision of a preceptor. Students will practice what they have learned about aseptic and sterile technique and how to clean, disinfect, inspect, assemble, disassemble, package, and sterilize reusable surgical instruments or devices for healthcare facilities. Students will also have the opportunity to practice and hone their skills in inventory management and organization of surgical instruments and devices. Students are required to complete 400 hours of hands-on sterile processing in a hospital setting to be fully certified.

Credits	**4**
Prerequisites	**HCS 130**

HCS 250: Health Sciences Clinical Preceptorship

This is a concluding course for the CCMA and CPCT certificates. This course provides practical experience in local healthcare facilities through the completion of 180 hours of supervised, unpaid field experience, with conferences covering administrative office roles and responsibilities. Students will enhance their knowledge and reflect on their clinical experience by creating a portfolio of their work during their clinical health sciences education experience.

Credits	**3**
Prerequisites	**HCS 110**, **HCS 120**

History (HIS)

HIS 210: History of the Healthcare Environment

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

Credits	**3**
Prerequisites	**HCS 101**

Humanities (HUM)

HUM 101: Navigating Academia: Tools for College & Life

This course equips students with essential academic, personal, and professional competencies for college success and beyond. Students explore contemporary learning strategies, including ethical AI integration, while developing critical thinking and emotional intelligence skills. Through experiential learning, students practice time management, effective communication, and mindfulness techniques. The course examines human behavior, decision-making processes, and cultural aspects of academic and professional environments.

Credits	**3**

HUM 220: Topics in Multiculturalism

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

Credits	**3**

HUM 225: Emotional Intelligence

This course introduces core concepts of emotional intelligence, exploring essential elements of emotional awareness and regulation. Students will discover strategies for recognizing emotional states and examining different perspectives in daily situations. The course presents principles of behavioral patterns and introduces techniques for identifying personal response tendencies. Through exploration of basic decision-making processes, students will gain essential knowledge about the connections between choices and their outcomes. The coursework examines concepts about how personal actions influence goal achievement, providing students alternative approaches for navigating personal, academic, and professional situations. This study of emotional intelligence provides students with essential frameworks for recognizing how their choices shape their experiences and outcome.

Credits	**3**

HUM 325: Human Experience with Wellness, Illness & Healthcare

The focus of this course is to investigate the complex relationships of wellness, illness, and healthcare within the disciplines of history, philosophy, ethics, religion, and the arts. Students will examine the historical evolution of medical practices, the role of narrative and visual arts in healthcare, and the philosophical and ethical dilemmas that arise within the medical field. Topics will include the impact of literature, music, and religion on health perceptions and practices.

Credits	**3**

HUM 350: Integrative Health

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

Credits	**3**

HUM 360: World Religions

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

Credits	**3**

SOC/HUM 400: Diversity, Equity, Inclusion, and Belonging

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

Credits	**3**
Prerequisites	**ENG 101 and junior status or permission of the instructor**

Interprofessional Education (IPE)

IPE 411: Interprofessional Education (IPE)

The focus of this course is to examine the healthcare professional's role as a member of the interprofessional healthcare team. Students will analyze current research to describe the prevalence and outcomes of fragmented healthcare and the benefits of interprofessional healthcare. Students will learn about the roles of other members of the healthcare team and will develop knowledge and skills in interprofessional collaboration that can be used to improve patient safety and healthcare outcomes.

Credits	**3**
Prerequisites	**Admission to a BS program or permission of the Dean.**

Mammography (MAM)

MAM 300: Patient Care in Mammography

This course will address patient assessment, communication, and education in mammography. Breast examination, taking medical history, identifying risk factors, and effective documentation will be studied in detail. Staging of breast cancer and treatment options will be explored.

Credits	**2**
Prerequisites	**Acceptance into the Mammography Program or by permission of the Dean.**

MAM 310: Image Production in Mammography

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

Credits	**3**
Prerequisites	**Acceptance into the Mammography Program or permission of the Dean.**

MAM 320: Anatomy, Physiology, and Pathology of the Breast

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

Credits	**2**
Prerequisites	**Acceptance into the Mammography Program or permission of the Dean.**

MAM 330: Mammography Procedures

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

Credits	**3**
Prerequisite / Corequisite	**MAM 320**
Prerequisites	**MAM 300**

MAM 340: Mammography Clinical Practicum

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

Credits	**6**
Prerequisite / Corequisite	**MAM 310, MAM 320, MAM 330**
Prerequisites	**MAM 300**

Mathematics (MAT)

MAT 050: Foundations of College Mathematics

Foundations of College Mathematics is designed to build essential mathematical skills for college-level coursework. This course strengthens computational fluency and numerical reasoning through guided practice and real-life applications. Students develop confidence in working with fractions, decimals, percentages, basic geometry, and introductory algebra. The course emphasizes problem-solving strategies, mathematical communication, and study skills that promote success in future mathematics courses.

Credits	**0**

MAT 140: College Algebra

This course is designed to familiarize students with fundamental algebraic skills and techniques and their application in professional, personal, and academic situations. Through the lens of real problems, we will explore standard college-level algebra topics, including linear, quadratic, rational, exponential, and logarithmic functions, the study of inequalities, graphical analysis, polynomials, and systems of equations.

Credits	**3**

MAT 160: Intro to Statistics

This course is designed to provide students with an introduction to foundational elements in the study of statistics. Topics will include the study of sampling and data collection, descriptive and inferential statistics, probability, discrete and continuous random variables, hypothesis testing, linear regression and correlation, and analysis of variance.

Credits	**3**

Medical Imaging Science (MIS)

MIS 100: Introduction to Imaging Sciences

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

Credits	**2**

MIS 300: Sectional Anatomy

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

Credits	**3**
Prerequisites	**BIO 112/BIO 112L**

MIS 490: Capstone

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

Credits	**6**

Medical Terminology (MET)

MET 105: Medical Terminology & Study Techniques

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

Credits	**1**

Mental Health Care (MHT)

MHT 100: Intro. to Mental Health Issues & Consumer Care

This comprehensive course offers students a holistic approach to supporting individuals with mental health and substance use disorders on their path to recovery. Key topics include establishing effective helping strategies such as building therapeutic relationships, empowering individuals, and respecting consumer choice. Students will explore concepts of community inclusion, natural supports, and human development theory, gaining insights into social and psychosocial development across the lifespan. Practical skills like active listening, basic interviewing, and maintaining respect for consumers will be honed. Emphasis will be placed on collaborative, person-centered approaches, integrating natural supports into individualized treatment plans, and understanding the complexities of co-occurring disorders. Students will also learn about strengths-based assessments, crisis intervention strategies, and utilizing community resources to facilitate recovery. By the end of the course, students will be equipped with a comprehensive toolkit to effectively support consumers at various stages of their recovery journey.

Credits	**3**
Prerequisites	**PSY 101**

MHT 115: Case Management & Ethical Practice in Community Mental Health

This comprehensive course on Case Management and Ethical Practice in Community Mental Health provides students with a deep understanding of the role of case managers within community settings, focusing on the support mechanisms available in the Maine community mental health system to promote community inclusion. Students explore the process of community inclusion as vital to enhancing personal well-being and learn to identify and utilize resources in mental health, substance abuse, behavioral health, employment, crisis intervention, and more, while ensuring effective linkages to these services. Additionally, students gain insight into ethical principles and professional conduct, including navigating dual relationships and securing informed consent. The course emphasizes empowerment strategies for consumers, self-care practices for professionals, and effective use of supervision to address ethical challenges. Students also learn the importance of sound documentation, collaboration with community members and professionals, and understanding the intersection of ethics with state and federal laws. Through interactive discussions and case studies, students emerge equipped to navigate the complexities of case management and ethical practice in community mental health settings.

Credits	**3**
Prerequisite / Corequisite	**PSY 101**

MHT 210: Trauma-Informed Care and Advocacy in Behavioral Health Services

This course on Trauma-Informed Care and Advocacy in Behavioral Health Services provides students with a comprehensive understanding of trauma's prevalence, impact, and treatment approaches, including evidence-based modalities. Students will gain sensitivity to behavioral health issues affecting trauma survivors and learn to work from a trauma-informed perspective while addressing the effects of vicarious traumatization. Additionally, students will explore the intersection of trauma with civil and disability rights laws, mandated reporting requirements, and consumer advocacy. Through interactive discussions and case studies, students will develop skills in identifying resources, advocating for consumers, and ensuring policy adherence, ultimately empowering them to provide effective support and advocacy for trauma survivors within behavioral health services.

Credits	**3**
Prerequisite / Corequisite	**PSY 201**
Prerequisites	**MHT 100**

MHT 220: Therapeutic Interventions

This course provides an overview of various therapeutic approaches and interventions used to promote mental health and well-being. The course will cover a range of therapeutic modalities, including cognitive-behavioral therapy, psychodynamic therapy, humanistic therapy, and mindfulness-based interventions. The theoretical foundations of these approaches and their practical application in clinical settings will be explored. Students will also discover the symbiotic relationship between mental health recovery and employment, emphasizing the significance of work in self-identity and treatment processes. Students explore the varied and nonlinear paths to employment success for individuals with psychiatric disabilities, dispelling common myths and misconceptions. Through discussions and examples, participants understand the Mental Health Rehabilitation Technician/ Community's (MHRT/C) pivotal role in supporting consumers' vocational goals and maintaining employment success within individualized care plans. They learn to engage consumers in meaningful conversations about employment, employ engagement techniques, and access advocacy resources, including natural supports. Additionally, students gain insights into career development resources, evidence-based practices, and the importance of reasonable accommodations and benefit consultation. The course also highlights collaboration with the Department of Labor and Vocational Rehabilitation, equipping students with practical strategies to foster employment opportunities and promote mental health recovery effectively. By the end of the course, students will have a solid understanding of the principles and practices of therapeutic interventions and be equipped to apply this knowledge to a range of clinical settings and populations.

Credits	**3**
Prerequisite / Corequisite	**PSY 201**
Prerequisites	**MHT 100**

MHT 250: Mental Health Practicum

This course provides an overview of various therapeutic approaches and interventions used to promote mental health and well-being. The course will cover a range of therapeutic modalities, including cognitive-behavioral therapy, psychodynamic therapy, humanistic therapy, and mindfulness-based interventions. The theoretical foundations of these approaches and their practical application in clinical settings will be explored. Students will also discover the symbiotic relationship between mental health recovery and employment, emphasizing the significance of work in self-identity and treatment processes. Students explore the varied and nonlinear paths to employment success for individuals with psychiatric disabilities, dispelling common myths and misconceptions. Through discussions and examples, students understand the Mental Health Rehabilitation Technician/ Community's (MHRT/C) pivotal role in supporting consumers' vocational goals and maintaining employment success within individualized care plans. They learn to engage consumers in meaningful conversations about employment, employ engagement techniques, and access advocacy resources, including natural supports. Additionally, students gain insights into career development resources, evidence-based practices, and the importance of reasonable accommodations and benefit consultation. The course also highlights collaboration with the Department of Labor and Vocational Rehabilitation, equipping students with practical strategies to foster employment opportunities and promote mental health recovery effectively. By the end of the course, students will have a solid understanding of the principles and practices of therapeutic interventions and be equipped to apply this knowledge to a range of clinical settings and populations.

Credits	**3**
Prerequisites	**MHT 115**, **MHT 210**, **MHT 220**

Nursing (NUR)

NUR 110: Health Assessment

This course explores the nurse's role in performing a physical assessment for patients with varying disorders, diseases, and needs across the lifespan. Students will investigate how and when to perform comprehensive and focused physical assessments including interview skills, data collection, and physical assessment techniques: inspection, palpation, percussion, and auscultation. This course provides students an opportunity to examine expected and unexpected assessment findings with an emphasis on differences based on age, ethnicity, culture, and diversity. Students will explore basic laboratory and health promotion assessment findings. This course will differentiate documentation skills of assessment findings through professional verbal and written communication.

Credits	**2**
Corequisites	**NUR 115**, **NUR 120**

NUR 115: Fundamentals & Health Assessment Lab

This clinical course is designed to give students hands-on experience in performing basic nursing procedures covered in the fundamentals and health assessment courses. Students will practice and demonstrate their skills in a safe and supervised clinical environment. During the clinical course, students will practice and demonstrate skills needed to care for patients in various healthcare settings. Students will apply the principles of patient-centered care, cultural sensitivity, and effective communication techniques in real-life patient care situations. Students will work with diverse patient populations with varying healthcare needs and examine how to provide patient-centered care.

Credits	**4**
Corequisites	**NUR 110, NUR 120**

NUR 120: Fundamentals of Nursing

This course's focus is to introduce the nursing process as the organizing framework for the planning and delivery of care across the lifespan. Students will explore critical thinking and clinical judgment to make informed decisions about the best course of action for their patients. The major focus of the course is the nursing process and providing safe patient care to patients with diverse needs throughout their lifespan. Overall, this course will provide students with a foundation of therapeutic communication, professionalism, and evidence-based practice.

Credits	**2**
Corequisites	**NUR 110, NUR 115**

NUR 125: Pathophysiology & Pharmacology I

This course will introduce the concepts of Pathophysiology and Pharmacokinetics as they relate to the nursing process. Emphasis will be placed on the action, general uses, potential complications, and nursing implications. Knowledge of the interaction between pharmacology and pathological pathways will facilitate planning client care and promoting optimal outcomes across the lifespan.

Credits	**3**
Prerequisites	**NUR 110, NUR 115, NUR 120, BIO 111/BIO 111L.**
Corequisites	**NUR 130/NUR 131**

NUR 130: Medical-Surgical Nursing I

This course introduces the nurse's role in medical-surgical nursing care with a focus on clinical inquiry and therapeutic interventions. The course uses a system review approach that will emphasize the utilization of the nursing process for the safe delivery of care for adults and children. Students will explore the best methods for providing patient-centered care to diverse patient populations across the lifespan. Holistic healthcare needs of individuals are an integral component of the course, along with common health problems encountered in each age group.

Credits	**3**
Prerequisites	**NUR 110, NUR 115, NUR 120, BIO 111/BIO 111L.**
Corequisites	**NUR 131**

NUR 131: Medical-Surgical Nursing I Clinical

his clinical course is designed to provide practical experience in applying nursing concepts from the Medical-Surgical I course to patients with medical-surgical diseases and disorders. The course provides students with the opportunity to work in a variety of healthcare settings and gain hands-on experience with patients across the lifespan. Students focus on summarizing the pathophysiology of diseases and disorders to provide foundational care to patients, while also practicing how to document and communicate patient needs effectively to patients, families, and members of the healthcare team. The course will emphasize safe patient care, including the administration of medications and dosage calculation. Students will also examine how to provide patient-centered care to diverse patient populations. The course will cover the RN scope of practice, including delegation and collaboration with the interprofessional team.

Credits	**3**
Prerequisites	**NUR 110, NUR 115, NUR 120, BIO 111/111L.**
Corequisites	**NUR 130**

NUR 212: Mental Health Nursing

In this course, the student will evaluate the mental health needs and treatments of individuals, families, and groups. This course allows students to study psychiatric nursing theory and apply concepts in the clinical setting. Emphasis is placed on the need for effective therapeutic communication techniques, crisis intervention strategies, safe medication administration, evidence-based practice, holistic care, attention to special at-risk populations, and community mental health. Historical perspectives, theories concerning mental illness, signs and symptoms of disorders, and the development of treatment modalities will be discussed. The role of the nurse in contemporary care is examined, and an opportunity to educate members of high-risk populations through community outreach is encompassed in this experience.

Credits	**3**
Prerequisites	**NUR 110, NUR 115, NUR 120, BIO 111/BIO 111L.**
Corequisites	**NUR 213**

NUR 213: Mental Health Clinical

This course provides an in-depth exploration of mental health nursing, focusing on caring for individuals with mental health conditions across various clinical settings. Students gain insight into pathophysiology, assessment, diagnosis, and treatment of psychiatric disorders, as well as the nursing interventions necessary to support mental health recovery. The course will expose students to the critical importance of cultural competence and self-awareness in nursing practice. A particular focus on identifying and addressing personal biases will allow for the development of skills necessary to deliver compassionate, unbiased, and patient-centered care. Students are given the opportunity to develop skills in therapeutic communication, crisis intervention, and the use of evidence-based practices in mental health care. The course emphasizes the importance of the nurse-patient relationship, mental health promotion, and collaborative care within a multidisciplinary team.

Credits	**1**
Prerequisites	**NUR 110, NUR 115, NUR 120, BIO 111/BIO 111L.**
Corequisites	**NUR 212**

NUR 220: Medical-Surgical Nursing II

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

Credits	**3**
Prerequisites	**NUR 130/NUR 131, NUR 125, NUR 212/NUR 213 BIO 112/BIO 112L.**
Corequisites	**NUR 221**

NUR 221: Medical-Surgical Nursing II Clinical

The clinical portion of this course builds upon the concepts covered in Medical-Surgical II, providing students with hands-on experience in the medical-surgical setting. Throughout the course, students will apply the nursing process, engage in therapeutic communication, uphold professionalism, and address the needs of diverse patient populations. Emphasis is placed on the relationship between healthcare disorders, pharmacology, pathophysiology, safe medication administration, nursing interventions, and the evaluation of nursing care. Students will enhance their clinical judgment, decision-making, and problem-solving skills while collaborating with the interprofessional team. Additionally, this course further implements the NLN Competencies and nursing skills practiced in the clinical setting, supporting students' progression in Benner's model of skill acquisition toward becoming competent registered nurses.

Credits	**3**
Prerequisites	**NUR 130/NUR 131, NUR 125, NUR 212/NUR 213 BIO 112/BIO 112L.**
Corequisites	**NUR 220, NUR 225**

NUR 225: Pathophysiology & Pharmacology II

This course will provide an in-depth study of Pathophysiology and Pharmacokinetics as they relate to the nursing process. Emphasis will be placed on analyzing the interactions, adverse reactions, potential complications, and associated nursing implications. Knowledge of the interaction between pharmacology and pathological pathways will facilitate evaluating the care of the patient and recommend changes to the care plan to promote optimal outcomes across the lifespan.

Credits	**3**
Prerequisites	**NUR 130/NUR 131, NUR 125, NUR 212/NUR 213 BIO 112/BIO 112L.**
Corequisites	**NUR 220/NUR 221**

NUR 240: Maternity

The focus of this course is to introduce the student to the application of the nursing process in delivering care to the childbearing family and neonate. Emphasis is placed on utilizing clinical judgment to meet the nurse's responsibilities in delivering holistic, safe, competent nursing care for the childbearing family during the preconception, antepartum, intrapartum, postpartum, and newborn periods. Deviations from norms are presented in all aspects of the perinatal period for the childbearing family with a focus on application of evidence-based nursing interventions. Students are encouraged to examine their beliefs on ethical issues and challenges associated with childbearing families. Special attention is given to health promotion, patient and family education, and cultural competence.

Credits	**3**
Prerequisites	**NUR 130/NUR 131, NUR 125, NUR 212/NUR 213, BIO 112/BIO 112L**
Corequisites	**NUR 241**

NUR 241: Maternity Clinical

The focus of Maternity Clinical is to provide an opportunity for students to apply concepts studied in the classroom to the clinical setting. Students will apply the nursing process in delivering care to the childbearing family and neonate. An emphasis is placed on utilizing clinical judgment to meet the nurse's responsibilities in delivering holistic, safe, competent nursing care for the childbearing family during preconception, antepartum, intrapartum, postpartum, and newborn periods in a clinical-based environment. Students are utilizing kinesthetic learning to participate in diverse aspects of the intrapartum, postpartum, and newborn care. Students will analyze their beliefs on ethical issues and challenges associated with childbearing families. Special attention is given to health promotion, patient and family education, evidence-based practice, and cultural competence.

Credits	**1**
Prerequisites	**NUR 130/NUR 131, NUR 125, NUR 212/NUR 213, BIO 112/BIO 112L**
Corequisites	**NUR 240**

NUR 250: NCLEX-RN Preparation

Through a variety of teaching and testing modalities, this course will prepare the student nurse for the RN licensure examination (NCLEX-RN). This course is designed to provide students with a comprehensive review of key nursing concepts and fundamental skills.

Credits	**3**
Prerequisites	**NUR 220/NUR 221, NUR 225, NUR 240/NUR 241.**
Corequisites	**NUR 251, NUR 255**

NUR 251: Preceptorship & Clinical

This clinical course requires students to utilize the knowledge and skills studied throughout their progression in the nursing program. Students engage one-on-one with a registered nurse or in a small clinical group within a healthcare setting; with an emphasis on advanced application of the nursing process, therapeutic communication, professionalism, and integration into patient-centered care. The major focus is on transitioning from a student nurse to a novice registered nurse and skills associated with clinical judgment, decision-making, and problem-solving while working as a member of the interprofessional team.

Credits	**3**
Prerequisites	**NUR 220/NUR 221, NUR 225, NUR 240/NUR 241**
Corequisites	**NUR 250, NUR 255**

NUR 255: Community and Public Health

This course examines the nurse's role in community and public health. As an introduction to these fields, students will develop foundational knowledge in health promotion and disease prevention across the lifespan. The course emphasizes the application of clinical judgment in the role of a community and public health nurse, focusing on caring for populations with diverse needs. Students will explore community, national, and global resources to support community health efforts. By applying the nursing process, students will address healthcare challenges at the community and population levels.

Credits	**3**
Prerequisites	**NUR 220/NUR 221, NUR 225, NUR 240/NUR 241**
Corequisites	**NUR 250, NUR 251**

NUR 261: Transition to Professional Practice

The focus of this course is to prepare the graduating nursing student for the role of registered nurse (RN). Students will examine and explore various factors that influence professionalism, professional practice, and professional development.

Credits	**2**
Prerequisites	**NUR 220/NUR 221, NUR 225, NUR 240/NUR 241**
Corequisites	**NUR 250/NUR 251**

NUR 370: Nursing Theory

The focus of this course is to provide the student with an introduction and overview to the concepts of nursing theory. The course will include the development of nursing theory and an introduction to the works of selected eminent theorists as well as investigate the application of theory to professional nursing practice.

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 390: Nutrition

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

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 401: Technological Applications in Healthcare

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

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 420: Assessment Through the Lifespan

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

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 430: Nursing Research

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

Credits	**3**
Prerequisites	**MAT 160, Admission to RN-BSN Program or permission of the Dean.**

NUR 440: Diseases of the Human Body

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

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 470: Community Health

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

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 480: Nursing Leadership

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

Credits	**3**
Prerequisites	**Admission to RN-BSN Program or permission of the Dean.**

NUR 490: Capstone Project

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

Credits	**5**
Prerequisites	**Must be within 12 credits of graduation with BSN.**

NUR 495: Capstone Project

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

Credits	**6**
Prerequisites	**Must be within 12 credits of graduation for BSN.**

Philosophy (PHI)

PHI 206: Ethics in Healthcare

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

Credits	**3**

Phlebotomy (PHL)

PHL 100/100L: Phlebotomy Fundamentals

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

Credits	**2**
Lab Credits	**2**

PHL 200: Phlebotomy Preceptorship

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

Credits	**1**
Corequisites	**PHL 100/100L**

Practical Nursing (PN)

PN 101: PN Nursing Care I

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

Credits	**5**
Corequisites	**PN 102**

PN 102: PN Nursing Care I Lab

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

Credits	**4**
Corequisites	**PN 101**

PN 121: PN Nursing Care II

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

Credits	**3**
Prerequisites	**BIO 105 or BIO 112/BIO 112L, PN 101/PN 102**
Corequisites	**PN 122**

PN 122: PN Nursing Care II Clinical

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

Credits	**3**
Corequisites	**PN 121**

PN 131: PN Nursing Care III

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

Credits	**7**
Prerequisites	**PN 121/PN 122**
Corequisites	**PN 132**

PN 132: PN Nursing Care III Clinical

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

Credits	**3**
Corequisites	**PN 131**

Psychology (PSY)

PSY 101: Introduction to Psychology

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

Credits	**3**

PSY 201: Developmental Psychology

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

Credits	**3**
Prerequisites	**PSY 101**

Radiologic Technology (RAD)

RAD 100: Radiographic Procedures I

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

Credits	**3**
Prerequisites	**MIS 100**
Corequisites	**RAD 135**

RAD 110: Applied Physics

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

Credits	**2**
Prerequisites	**Accuplacer QAS score of 250 or higher or permission of the Dean.**

RAD 135: Radiology Clinical I

This course introduces students to the clinical environment, including patient care, radiographic equipment, and procedures. Students begin in the simulation lab, exploring the skills necessary to enter the clinical environment. Additionally, students will have orientation rotations at clinical affiliates, allowing students to observe and assist with radiographic procedures.

Credits	**2**
Prerequisite / Corequisite	**MIS 100**, **BIO 111**/**BIO 111L**
Corequisites	**RAD 100**

RAD 140: Radiographic Procedures II

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

Credits	**3**
Prerequisites	**RAD 100**
Corequisites	**RAD 160**

RAD 150: Principles of Rad. Exposure & Physics I

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

Credits	**3**
Prerequisites	**RAD 110**
Corequisites	**RAD 160**

RAD 160: Radiology Clinical II

Building on the foundation of RAD 135, students enhance their exposure to the clinical environment primarily under direct supervision of radiologic technologists. Students observe, assist, and perform various radiographic procedures in diverse settings. As students gain confidence, they demonstrate competency on a variety of ARRT clinical competency requirements.

Credits	**4**
Prerequisite / Corequisite	**BIO 112**/**BIO 112L**
Prerequisites	**RAD 135**
Corequisites	**RAD 140**

RAD 170: Radiographic Pathology

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

Credits	**1**
Prerequisites	**RAD 140**, **BIO 112**/**BIO 112L**

RAD 180: Radiology Clinical III

As a continuation of RAD 160, students will be immersed in the clinical environment. Working directly and indirectly under the supervision of radiologic technologists, students observe, assist, and perform various radiographic procedures in diverse settings. Students continue to perform previously validated procedures, gain confidence with new procedures, and work towards demonstrating competency on a variety of ARRT clinical competency requirements.

Credits	**6**
Prerequisites	**RAD 160**

RAD 200: Radiographic Procedures III

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

Credits	**3**
Prerequisites	**RAD 140**
Corequisites	**RAD 245**

RAD 210: Principles of Rad. Exposure & Physics II

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

Credits	**3**
Prerequisites	**RAD 150**, **MAT 140**
Corequisites	**RAD 245**

RAD 220: Advanced Patient Care in Radiography

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

Credits	**1**
Prerequisites	**MIS 100**

RAD 230: Radiographic Supplemental Modalities

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

Credits	**2**
Prerequisites	**RAD 150**

RAD 245: Radiology Clinical IV

As a continuation of RAD 180, students will be immersed in the clinical environment, working more independently under the indirect supervision of radiologic technologists. Students will assist, perform, and critically evaluate radiographic procedures in diverse settings. Students continue to perform previously validated procedures, gain confidence with new procedures, and demonstrate competency on a variety of ARRT clinical competency requirements.

Credits	**8**
Prerequisites	**RAD 180**
Corequisites	**RAD 200**

RAD 250: Radiographic Quality Assurance

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

Credits	**1**
Prerequisites	**RAD 210**

RAD 260: Radiation Protection & Radiobiology

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

Credits	**2**
Prerequisites	**RAD 210**

RAD 270: Graduation/Registry Preparation

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

Credits	**1**
Prerequisites	**RAD 245**

RAD 280: Radiology Clinical V

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

Credits	**6**
Prerequisites	**RAD 245**

Sociology (SOC)

SOC/HUM 400: Diversity, Equity, Inclusion, and Belonging

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

Credits	**3**
Prerequisites	**ENG 101 and junior status or permission of the instructor**

SOC 101: Introduction to Sociology

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

Credits	**3**

SOC 200: Artificial Intelligence in Healthcare

This course explores the transformative role of artificial intelligence (AI) in healthcare, focusing on cultivating curiosity and adaptability toward emerging technologies. It examines the ethical, social, and practical implications of AI in patient care, administrative processes, and medical research. Through case studies, interactive discussions, and practical activities, students will engage with AI concepts, critically evaluate its applications, explore the potential benefits and limitations, and prepare for a future shaped by technological innovation in healthcare.

Credits	**3**

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