Methodist College
7600 N. Academic Drive
Peoria, IL 61615
Phone: (309) 672-5513
Fax: (309) 671-8303
www.methodistcol.edu

Accredited by:

Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800.621.7440 / 312.263.0456
www.hlcommission.org

The Bachelor of Science in Nursing program has specialized accreditation by:

Commission on Collegiate Nursing Education
One DuPont Circle, NW Suite 530
Washington, DC 20036
Phone: (202) 463-6930
Fax: (202) 785-8320
www.aacn.nche.edu/ccne-accreditation
General Information
This catalog is presented as informational only and is not a contract between Methodist College and its students. The information, policies, and procedures contained in this catalog are subject to change at any time with or without notice. The electronic version of this catalog on the Methodist College website (www.methodistcol.edu) is the most current.

All College documents contain current pertinent information. Methodist College reserves the right to make changes as necessary, including changes in requirements, programs, policies, and fees. Changes shall go into effect whenever appropriate with such notice as is reasonable under the circumstances.

Curricular Changes
Methodist College strives to ensure that curricular changes will have minimal, if any, impact on progression if they are progressing according to their plan of study.

Course Prerequisites
Course prerequisites and co-requisites in effect at the time of publication are printed in this catalog. However, prerequisites and co-requisites may change over time and do not depend on catalog year. The registration system will enforce prerequisites and co-requisites in effect at the time of registration.
MESSAGE FROM THE INTERIM CHANCELLOR/PRESIDENT OF THE COLLEGE

Dear Prospective Student:

Thank you for your interest in Methodist College. Methodist College offers excellent programs in nursing, health science, and human services, which are geared toward delivering an education that truly prepares a student for a career in the rapidly changing health professions. At Methodist College, you will find devoted faculty members who possess a strong practice and knowledge base. The faculty use a variety of instructional strategies to meet each student’s learning needs, and a caring and knowledgeable staff provide support for the student’s educational process.

Again, thank you for your interest in Methodist College. I hope you will make it your educational destination.

Sincerely,

Dr. Deborah R. Garrison
Interim Chancellor/President, Methodist College
2017 Fall Semester

August 14  Fall 1st 8-Week and Semester Classes Begin  
August 16  Last Day to Add a Fall 1st 8-Week Class  
August 18  Last Day to Drop a Fall 1st 8-Week Class  
August 18  Last Day to Add a Fall Semester Class  
August 25  Last Day to Drop a Fall Semester Class  
September 4  College Closed: Holiday  
September 20  Last Day to Withdraw From a Fall 1st 8-Week Class with Grade of “W”  
October 6  Mid-Term Grades For Fall Semester Classes Due  
October 9  Academic Advising for Spring Registration Begins  
October 9  End Of Fall 1st 8-Week Classes  
October 10  Fall 2nd 8-Week Classes Begin  
October 12  Last Day to Add a Fall 2nd 8-Week Class  
October 13 (Noon)  Final Fall 1st 8-Week Grades Due  
October 16  Last Day to Drop a Fall 2nd 8-Week Class  
October 27  Last Day to Withdraw From a Fall Semester Class with a Grade of “W”  
October 30  Spring Registration Begins  
November 15  Last Day to Withdraw From a Fall 2nd 8-Week Class with Grade of “W”  
November 20-26  Holiday Break: No Classes  
November 23-24  College Closed: Holiday  
November 27  Classes Resume  
December 4  Last Day of Fall Semester Classes  
December 5-11  Final Examinations  
December 11  End of Fall 2nd 8-Week Classes  
December 13 (Noon)  Final Grades for Anticipated Fall 2017 Graduates Due  
December 15  All Final Grades Due  
December 16  Graduation

2018 Spring Semester

December 25-January 1  College Closed: Holiday  
January 2-12  Winterim  
January 3  Last day to add a Winterim Class  
January 5  Last day to drop a Winterim Class  
January 9  Last day to Withdraw from a Winterim Class with a Grade of “W”  
January 15  College Closed: Holiday  
January 16  Spring 1st 8-Week and Semester Classes Begin  
January 18  Last Day to Add a Spring 1st 8-Week Class  
January 19 (noon)  Final Grades for Winterim Classes Due  
January 22  Last Day to Drop a Spring 1st 8-Week Class  
January 22  Last Day to Add a Spring Semester Class  
January 29  Last Day to Drop a Spring Semester Class
February 22
Last Day to Withdraw From a Spring 1st 8-Week Class with Grade of “W”
March 12
End of 1st 8-Week Classes & Mid-Term Grades Due for All Semester Classes
March 12
Academic Advising for Summer and Fall Registration Begins
March 13
Spring 2nd 8-Week Classes Begin
March 15
Last Day to Add a Spring 2nd 8-Week Class
March 16 (Noon)
Final 1st 8-Week Grades Due
March 19
Last Day to Drop a Spring 2nd 8-Week Class

March 23
Last Day to Withdraw From a Spring Semester Class with a Grade of “W”
March 26-April 1
Spring Break: No Classes
March 30
College Closed: Holiday
April 2
Summer Registration Begins
April 2
Classes Resume
April 16
Fall Registration Begins
April 27
Last Day to Withdraw From a Spring 2nd 8-Week Class with Grade of “W”
May 7
Last Day of Classes
May 8-14
Final Examinations
May 14
End of Spring 2nd 8-Week Classes
May 16 (Noon)
Final Grades for Anticipated Spring 2018 Graduates Due
May 18
All Final Grades Due
May 19
Graduation

2018 Summer Semester I: 8 weeks plus finals (all programs except MSN and Second Degree BSN)
May 28
College Closed: Holiday
May 30
Summer Semester I Classes Begin
June 1
Last Day to Add a Summer Semester I Class
June 4
Last Day to Drop a Summer Semester Class
June 26
Mid-Term Grades Due for Summer Semester I Classes
July 4
College Closed: Holiday
July 6
Last Day to Withdraw From a Summer Semester I Class with a Grade of “W”
July 25
Last Day of Summer Semester I Classes
July 26-August 1
Final Examinations for Summer Semester I Classes
August 3 (Noon)
Final Summer Semester I Grades Due

2018 Summer Semester II: 10 weeks plus finals (MSN and Second Degree BSN Programs)
May 21
Classes Begin
May 25
Last Day to Add Summer Semester II Class
May 28
College Closed: Holiday
May 29
No Classes
June 4
Last Day to Drop a Summer Semester II Class
June 22
Mid-Term Grades Due for Summer Semester II Classes
July 4
College Closed: Holiday
July 6
Last Day to Withdraw From a Summer Semester II Class with a Grade of “W”
August 1
Last Day of Summer Semester II Classes
August 2-8
Final Examinations for Summer Semester II Classes
August 10 (Noon)
All Summer Semester II Grades Due
Methodist College
2017-2018 CNA Program Academic Calendar*

2017 Fall Semester
September 11   Fall CNA Classes Begin
September 12   Last Day to Add a Fall CNA Class
September 13   Last Day to Drop a Fall CNA Class
October 20     Last Day to Withdraw From a Fall CNA Class with Grade of “W”
November 10    End of Fall CNA Classes
November 17 (Noon)   All Final Grades Due

2018 Spring Semester
February 5     Spring CNA Classes Begin
February 6     Last Day to Add a Spring CNA Class
February 7     Last Day to Drop a Spring CNA Class
March 16       Last Day to Withdraw From a Spring CNA Class with Grade of “W”
March 26-April 1 Spring Break: No Classes
March 30       College Closed: Holiday
April 13       End of Spring CNA Classes
April 20 (Noon)   All Final Grades Due

2018 Summer Semester
May 28         College Closed: Holiday
May 30         Summer Semester CNA Classes Begin
May 31         Last Day to Add a Summer Semester CNA Class
June 1         Last Day to Drop a Summer Semester CNA Class
July 4         College Closed: Holiday
July 11        Last Day to Withdraw From a Summer Semester CNA Class with a Grade of “W”
August 1       Last Day of Summer Semester CNA Classes
August 3 (Noon)   Final Summer Semester CNA Grades Due

* Calendar is subject to change. Classes are not held and the building is not open when the College is closed.
** In the event of a closure day due to inclement weather, the make-up day will be held during a term break.
Table of Contents

MESSAGE FROM THE INTERIM CHANCELLOR/PRESIDENT OF THE COLLEGE .......... 4

2017 Fall Semester ........................................................................................................5
2018 Spring Semester ..................................................................................................5
2018 Summer Semester I: 8 weeks plus finals (all programs except MSN and Second Degree BSN) ............. 6
2017 Fall Semester ......................................................................................................7
2018 Spring Semester ..................................................................................................7
2018 Summer Semester ..............................................................................................7
GENERAL INFORMATION .........................................................................................12

AMERICANS WITH DISABILITIES .............................................................................14

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) .............................................................................................................................14

CLIENT CONFIDENTIALITY POLICY/HIPAA ................................................................16

INTRODUCTION TO METHODIST COLLEGE ................................................................17
  Overview .......................................................................................................................17
  History ..........................................................................................................................17

ACCREDITATION ........................................................................................................18
  Accreditation and Approval ......................................................................................18
  Continuing Nursing Education Accreditation ...........................................................18
  Continuing Social Work Education Accreditation ......................................................18
  Membership ...............................................................................................................18
  The Campus ...............................................................................................................19
  Methodist College Student Housing .........................................................................19
  Amenities ....................................................................................................................19
  Simulation Education ..................................................................................................19
  Tobacco-Free Environment .........................................................................................19
  Fitness Center and Recreation Center .........................................................................19

ADMISSION TO THE COLLEGE ..............................................................................21
  Undergraduate Admission Process ..........................................................................21
  RN to BSN Program Admission .................................................................................22
  Bridge Programs .........................................................................................................22
  Career Pathways and Continuing Education Program Admission ..........................22
  Gerontology Certificate Program Admission ............................................................23
  Student-At-Large Admission Policy ..........................................................................23
  Credit Transfer Policy ..............................................................................................23
  General Education Transfer Courses ........................................................................24
  Credit by Examination (CLEP) ................................................................................24
  Excelsior Testing For General Education Credits .....................................................25
  Credit through Military Experience ..........................................................................25
  Advanced Placement Examinations (AP) ..................................................................25
  College Placement Testing .........................................................................................25

TUITION AND FEES .................................................................................................28
  Payment Schedule for all Programs* Except Nursing Assistant ...............................28
  Payment Extension Policy .........................................................................................29
  Collection Policy .......................................................................................................29

REFUND PROCESSING POLICY ..............................................................................29

TUITION REFUND POLICY .....................................................................................29

  Bachelor of Science in Nursing Pre-Licensure and Second Degree Program Tuition and Fee Schedule* ..........31
  RN – BSN Program Tuition and Fee Schedule* ........................................................32
Student Nurses’ Association (SNA) ................................................................. 85
Sigma Theta Tau Honor Society ................................................................. 85
Department of Social Work ....................................................................... 95
Minor Program Courses ......................................................................... 101

COURSE DESCRIPTIONS ........................................................................ 102

METHODIST COLLEGE PERSONNEL .................................................. 13838

METHODIST COLLEGE CATALOG INDEX ......................................... 14444
General Information
GENERAL INFORMATION

Governance
Methodist College Board of Directors is the governing body of Methodist College. The Chancellor/President of the College, who is the Chief Executive Officer of Methodist College, reports directly to the Methodist College Board of Directors and administers the College through the power invested in him or her by the Board of Directors.

Board of Directors
Darrin Autry Chair
Leanne Skuse Vice Chair
Brian Mooty Secretary
Dr. Deborah Garrison Interim Chancellor/President
Diane Oberhelman
Rob Quin
Jeanine Spain
Dr. Jerry Bell
Lorenz Evans
Dr. Mary Harvey
Pam Howe
Ronald Ball

Administration
Dr. Deborah R. Garrison Interim Chancellor/President
Dr. Pam Ferguson Interim Provost/Vice Chancellor for Academic Affairs
Dr. Keith Branham Vice Chancellor for Enrollment Management and Student Affairs
Mrs. Anna Buehrer Vice Chancellor for Strategic Marketing and External Affairs
Mr. Barry Soffietti Vice Chancellor for Administration and Finance/Chief Financial Officer

Methodist College Profile
Methodist College is private, not-for-profit, four-year College affiliated with UnityPoint Health. The college has an enrollment of more than 600 students, with graduate, undergraduate, and professional programs, that educate the health professionals of the future. Faculty are dedicated to creating optimal learning experiences in diverse settings, including the traditional classroom, online learning, simulated patient experiences, and real-world experiences in clinical and community settings.

Mission Statement
Provide quality educational programs that promote the holistic development of a diverse student population to become healthcare professionals. The college is also committed to civic engagement, community service and to meeting the healthcare needs of the diverse population it serves.

Vision Statement
Methodist College will be the premier college of choice for excellence in Health Science and Human Service education within the Midwest.
**Values**
Healthcare professionals are guided by strong core values. At Methodist College, faculty, staff, and students are dedicated to our values.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Dignity</td>
<td>Unconditional respect for the inherent worth, uniqueness, and autonomy of individuals.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Displaying strong moral character and acting in accordance with accepted standards of behavior and an appropriate code of ethics.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>An active process of exploration and investigation that leads to understanding and construction of knowledge throughout one’s life.</td>
</tr>
<tr>
<td>Social Justice</td>
<td>Acting in accordance with fair treatment regardless of gender, economic status, race, religion, ethnicity, age, citizenship, disability, or sexual orientation.</td>
</tr>
</tbody>
</table>

**Institutional Goals**
The faculty and staff of Methodist College are dedicated to achieving the following goals:

1. Create and support a positive, student-centered learning environment.
2. Provide quality instruction and programs.
3. Create quality student support services and programs.
4. Recruit and retain a diverse, qualified workforce.
5. Promote fiscal responsibility and accountability.
6. Provide adequate resources to support institutional mission.
7. Recruit and retain a qualified, diverse student body.
8. Develop collaborative relationships for the benefit of the community.

**Federal Regulations and Compliance**

**EQUAL OPPORTUNITY/NON-DISCRIMINATION**
Methodist College welcomes persons from all backgrounds and beliefs to join our College community. We seek to create and foster a sense of community that facilitates the development, both personal and professional, of all students and others who participate in our programs and activities.

Methodist College is committed to providing equal opportunities for all persons regardless of race, color, religion, sex, national origin, sexual orientation, transgender, ancestry, age, disability, marital status, military status or unfavorable discharge from military service, citizenship status, or any other status protected by law (“protected status”). This is reflected in all policies, programs and procedures of the College.

Methodist College complies with federal, state, and local equal opportunity laws and strives to keep the workplace, and all programs and activities, free from all forms of illegal discrimination and harassment, as well as free from all forms of disrespectful conduct even where such conduct does not constitute a legal violation. (See separate policy on Sexual and Other Forms of Harassment and Grievance Procedures for more details.)
AMERICANS WITH DISABILITIES
Methodist College is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) which prohibit discrimination against individuals with disabilities. These laws require the College to provide reasonable accommodations for otherwise qualified students with disabilities. Generally, the term “disability” means that an individual has a mental or physical impairment which substantially limits one or more major life activities.

Those with questions about disability accommodations or who wish to request an accommodation, including prospective students who may need a disability accommodation during the admissions process, should contact the ADA Coordinator.

STUDENT RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) provides students certain rights with respect to protecting the privacy of their education records. They are:

(1) The right to inspect and review the student’s education records within 45 days of the day the Methodist College (the "College") receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar, that official shall advise the student of the correct official to whom the request should be addressed. This right, however, may not be used to inspect and review the financial records of a student’s parents or confidential letters and statements of recommendation as to which the student has waived his or her right to inspection and review and the letters and statements related to admission to the College, application for employment or receipt of an honor.

(2) The right to request an amendment of the student’s education record that the student believes is inaccurate, misleading, or in violation of the student’s right to privacy. Students desiring an amendment to their education record should write the College official responsible for maintaining the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of the student’s privacy. The student’s right to request amendment may not be used to challenge grades.

(3) The right to a hearing regarding the request for an amendment of the student’s education records. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If, as a result of the hearing the College decides the information in the record is inaccurate, misleading or otherwise in violation of the student’s privacy rights, the record will be amended accordingly. If the request for amendment is denied, the student will have the right to place a statement in the record commenting on the contested information in it or stating why the student disagrees with the decision of the College, or both. Any such statement will be maintained with the contested part of the record for as long as the record is maintained and will be disclosed whenever the College discloses the portion of the record to which the statement relates.

(4) The right to prevent the College’s disclosure of the student’s personally identifiable information from the student’s education records in most circumstances. Except to the extent that FERPA authorizes disclosure without consent, the College must obtain the written consent of a student before disclosing that student’s personally identifiable information.
contained in the student’s education records. Where required, a student’s consent must specify the records to be disclosed, the purpose of the disclosure, and the party or class of parties to whom disclosure may be made. FERPA, however, permits the disclosure of the student’s information without his or her consent in certain specified circumstances. Those circumstances include, but are not limited to, the following:

a. The College may make disclosures to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent) institutional services or functions that the College would otherwise use employees to perform; a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A school official must be under the direct control of the institution with respect to the use and maintenance of information from education records.

b. The College also may make disclosures to parents in three situations. First, disclosure of a student’s personally identifiable information to parents, as well as to others with a need to know, is permitted without a student’s written consent in the event of a health or safety emergency. The College may disclose education records in an emergency if the College determines that there is an articulable and significant threat to the health or safety of the student or other individuals. Second, disclosure of a student’s personally identifiable information is permitted to parents of the student if the student is a dependent pursuant to Section 152 of the Internal Revenue Code of 1986 and notice is given to the student that a parent has requested such information. Third, disclosure of a student’s personally identifiable information to parents is permitted without the student’s written consent if the student is under age 21 at the time of the disclosure and has violated a law or College rule or policy governing the consumption or possession of alcohol or a controlled substance.

c. The College also will disclose educational records to officials of another postsecondary institution where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.

(5) The right to opt out of the disclosure of directory information.

a. Pursuant to FERPA, the College has classified certain personally identifiable information as directory information, which may be released without the student’s consent. The College defines directory information as the student’s name, local and home addresses, telephone number, e-mail address, place and date of birth, dates of attendance, enrollment status, degrees and awards received, participation in organizations or activities, and previous educational institution attended. The release of this information may be in written or electronic form, including images of the student.

b. FERPA permits the College to limit the disclosure of directory information to specific parties, for specific purposes, or both. In the exercise of that authority, the College may release all directory information to members of the College family, defined as administrators, faculty, employees and directors. Other releases will be limited to those situations in which the College, in its discretion, believes the release would recognize a student for academic or extracurricular achievement or otherwise advance the student’s
career interests or when the College believes the release would serve to advance the interests and image of the College. Examples of such releases would be the disclosure of directory information to prospective employers, financial aid and scholarship agencies or registry, licensure or certification services. Another example would be the release of directory information in connection with College sanctioned alumni affairs.

c. Students who wish to restrict the release of certain directory information must submit the appropriate form to the Registrar during the first ten days of each academic term. This form can be found at the Office of the Registrar. Upon receipt of such request, the Office of the Registrar will designate that the student’s directory information is confidential and not to be released outside the College except to individuals, institutions, agencies and organizations as otherwise authorized by FERPA. The College will honor all requests to withhold any of the categories of directory information listed above but cannot assume any responsibility to contact the student for subsequent permission to release information. Nondisclosure will be enforced until the student subsequently authorizes its release. A student may not, however, opt-out of disclosure of the student’s name, institutional e-mail address, or electronic identifier in the student’s classroom. Regardless of the effect on the student, the College assumes no liability for honoring the request of the student to restrict the disclosure of directory information.

(6) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

CLIENT CONFIDENTIALITY POLICY/HIPAA

Through the various educational experiences, students are privileged to confidential information. As pre-professionals, students must adhere to the professional behaviors as directed by, for example, the American Nurses Association Code of Ethics for Nurses, with Interpretive Statements which includes maintenance of confidentiality and requirements documented in the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Methodist College students may not disclose any information regarding clients, their families or information pertaining to clinical agencies outside of that specific care giving experience.

Every Methodist College student will be required to sign the “Student Confidentiality Form” at the beginning of the first clinical course. The Confidentiality policy will be re-emphasized in each subsequent clinical course.

The signed “Student Confidentiality Form” will be kept on file in the office of the Registrar.
INTRODUCTION TO METHODIST COLLEGE

Overview

Methodist College is an affiliate of UnityPoint Health and is a private, non-profit, independent college located in Peoria, Illinois. Transfer credits are evaluated according to guidelines for articulation by each academic department.

Methodist College offers degrees in Nursing, Health Science, and Social Work. Methodist College also offers Medical Assistant, Nursing Assistant, and Gerontology certificates. The general education curriculum includes arts and sciences courses supportive of the student’s major and the student's individual interests.

The Bachelor of Science in Nursing (BSN) degree includes the four-year pre-licensure and the second degree accelerated program for those individuals who desire to earn a BSN degree. Both options prepare the graduate for licensure through successful completion of the National Council Licensure Exam RN. The BSN degree is also awarded to those completing the Registered Nurse to Bachelor of Science in Nursing (RN-BSN) option for those registered nurses prepared at the diploma or associate degree level.

The Bachelor of Science in Health Science degree offers a concentration in healthcare management and administration, and a completion program with an emphasis in leadership. These options prepare students for a broad array of leadership and management positions in health care.

The Certificate of Gerontology program prepares students for work with the older adult population.

The Nursing Assistant and Medical Assistant programs prepare students for certification in these areas and for employment in high-demand roles in inpatient and outpatient settings.

Methodist College recruits and educates qualified in-state and out-of-state students from culturally, racially, and ethnically diverse backgrounds who are interested in an educational environment that promotes academic excellence. Students will be provided an outstanding education with innovative and exceptionally qualified faculty in a state-of-the-art building, with rich experiential learning opportunities.

History

Methodist College can trace its history to more than 100 years ago, when in 1900, the deaconesses of the Methodist Episcopal Church opened the Deaconess Home and Hospital and its School of Nursing. In 2000 Methodist School of Nursing closed and Methodist College was established in response to the growing need for baccalaureate prepared registered nurses. This response to national trends affecting changes in the health care delivery system, the nursing profession, and nursing education, served to support the expansion from a single-purpose nursing program to a multi-departmental academic institution.

The RN-BSN online program was started in 2008 to create an educational pathway for nurses with associate degree and diploma preparation.

In January 2010, Methodist College began offering a second degree Bachelor of Science in Nursing program for those students who have previously completed a non-nursing bachelor’s
degree. This option provides a unique opportunity for those individuals committed to a professional career in nursing to earn a second bachelor’s degree. This program is designed for those students who have demonstrated academic ability and success by previously earning a bachelor’s degree. The second degree program is an accelerated program that can be completed in five consecutive semesters of full-time study. Graduates of the program are eligible to take the NCLEX-RN licensure examination.

In the fall 2012 semester, enrollment started in the baccalaureate degree in Health Science and the certificate in Gerontology program. In 2012, Methodist College initiated the Arts and Sciences curriculum to provide general education courses for students in all academic programs, thus offering students the opportunity to enter Methodist College as traditional first-year students immediately upon graduation from high school.

In fall 2015, the college initiated the Master of Science in Nursing degree to provide graduate education for BSN prepared nurses to pursue careers in Clinical and Academic Nurse Educator roles.

In Spring 2017, the college added Nursing Assistant and Medical Assistant certificate programs in response to employment demands in healthcare. The Higher Learning Commission approved a new Bachelor of Social Work degree to start in Fall 2017.

**ACCREDITATION**

**Accreditation and Approval**
Methodist College is authorized by the Illinois Board of Higher Education. The Bachelor of Science in Nursing program is approved by the Illinois Department of Financial and Professional Regulation which also approves the graduates of the nursing program to take the National Council Licensure Exam (NCLEX). These entities ensure that the citizens of Illinois have access to quality higher education and that the graduates are licensed as safe to practice nursing.

Methodist College is affiliated with the Higher Learning Commission (HLC) and has maintained an accredited status since 2008. The College’s baccalaureate nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The general purposes of accreditation are to ensure quality, provide access to federal funds, and ease transfer of credit.

**Continuing Nursing Education Accreditation**
Methodist College (OH-343, 6/1/2016) is an approved provider of continuing nursing education by the Ohio Nurses Association (OBN-001-91), which is authorized by the American Nurses Credentialing Center’s Commission on Accreditation.

**Continuing Social Work Education Accreditation**
Methodist College is an approved sponsor of continuing education programs for Licensed Social Workers and Clinical Social Workers through the Illinois Department of Financial and Professional Regulation (License Number: 159.001390).

**Membership**
Methodist College and its programs are members of the following organizations:
- Alliance Library System (ALS)
- American Association of Colleges of Nursing, Inc. (AACN)
- American Association of Collegiate Registrars and Admissions’ Officers (AACRAO)
- American Council on Education (ACE)
- American Health Sciences Education Consortium (AHSEC)
- Association of American Colleges & Universities (AAC&U)
- Association of Governing Boards (AGB)
- Commission of Colleges of Nursing Education (CCNE)
- Council for Higher Education Accreditation (CHEA)
- The Illinois Association of Colleges of Nursing (IACN)
- National Association of Campus Activities (NACA)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators (NASFAA)
- National League for Nursing (NLN)
- Federation of the Independent Illinois Colleges and Universities
- Consortium of Academic and Research Libraries in Illinois (CARLI)
- National Council for State Authorization Reciprocity Agreements (NC-SARA)
- Private Illinois Colleges and Universities (PICU)
- Council on Social Work Education (CSWE), pending

THE CAMPUS

The Campus
The campus is located at 7600 N. Academic Drive in Peoria, Illinois. The campus encompasses a total of 13 acres which will accommodate future growth of the institution.

Methodist College Student Housing
The Methodist College Student Housing complex is located behind the main campus building at 7700 N. Academic Drive. The student housing complex is available to Methodist College students.

Amenities
The new campus houses a fitness center and recreation center for student use, a Campus Store, and Ollie’s Café that provides popular and healthy food options for students, faculty, and staff.

Simulation Education
The College has a state-of-the-art Simulation Center boasting multiple high and medium fidelity manikins, and a Clinical Practice Center that provides a practice area for students as well as other learning resources.

Tobacco-Free Environment
Methodist College is a tobacco free campus. Students and visitors who smoke on campus are subject to strong disciplinary action.

Fitness Center and Recreation Center
All Methodist College students and employees may access the Fitness Center which is located on the college campus and available for use during Campus Access hours. The Recreation Center is located across the hall from the Fitness Center and features games and activities for student use.
ADMISSIONS
ADMISSION TO THE COLLEGE

Undergraduate Admission Process
The process for applying for admission to an undergraduate program at Methodist College is as follows:

1. Submission of a complete application for admission and application fee;
2. Submission of official transcripts from each high school, college and university attended;
3. Submission of official SAT score (school code 1503) or ACT scores (school code 1078);
4. Proof of graduation from a state-approved high school program (Diploma or GED Certificate);
5. Students who are home schooled or from a school that is not accredited by the Illinois Board of Higher Education will be required to submit transcripts from the organization/program through which they obtained their materials for home schooling.

Undergraduate Admission Criteria
Methodist College conducts a holistic assessment of each student’s academic portfolio. The following criteria are used in assessment of admission status:

1. High school grade point average minimum of 2.5 (on a 4.0 point scale)*;
2. Minimum ACT score of 19 or SAT score of 910;
3. Students who have earned college credit must have a GPA of 2.0 or greater*;
4. Demonstrated readiness or ability to successfully complete college level coursework as demonstrated through high school grade point average, college grade point average, and SAT/ACT scores.

* Higher GPA may be required for some programs. Please refer to division/department specific admission criteria in the Academic section of the catalog.

Transfer Student Application Requirements for Students with Earned Credit Hours
Methodist College affords students the opportunity to transfer credits from another accredited college or university. The following criteria are required for admission:

1. An applicant with earned college credits must hold a cumulative GPA of 2.0 (on a 4.0 scale);
2. Transfer students must provide official transcripts from each college or university attended. Students who have been academically dismissed from another college/university may not be eligible for admission to Methodist College pending further evaluation by the department.

Conditional Admission:
Students who have an incomplete admissions packet may be admitted in a conditional status until all required documents and verification of additional admissions requirements has been accomplished.
Additional Admissions Requirements
All students, prior to enrollment in an academic program at Methodist College, are required to complete and file the following with the Office of Admissions:

1. DCFS (Department of Children & Family Services) background check*;
2. Criminal background check*.

*A background check that reveals a misdemeanor or felony conviction may affect the student’s admission or enrollment status at the college.

RN to BSN Program Admission
General Application Requirements:
1. Submission of a complete application for admission and application fee;
2. Submission of official transcripts from each college and university attended; and
3. Proof of completion of a diploma or associate degree in a nursing program.

RN to BSN Admission Requirements:
1. Cumulative GPA of 2.0 or greater on the last 30 hours of college credits.
2. Must hold a current, valid license to practice as a registered nurse (RN).

Pre-licensure Second Degree BSN- Master of Science in Nursing- Nurse Educator (MSNE) Bridge Program
Students who meet the BSN Second Degree admission requirements may be admitted into the BSN-MSNE program if they also meet the Master of Science in Nursing admission requirements. Students enrolled in this bridge program will simultaneously complete courses that will satisfy the BSN degree requirements and meet course requirements for the MSN program. Please see the Methodist College Graduate Handbook/Catalog for detailed information.

RN- Master of Science in Nursing- Nurse Educator (MSNE) Bridge Program
Students who meet the RN to BSN Degree admission requirements may be admitted to the RN-MSNE program if they also meet the Master of Science in Nursing admission requirements. Students enrolled in this bridge program will simultaneously complete courses that will satisfy the BSN degree requirements and meet course requirements for the MSN program. Please see the Methodist College Graduate Handbook/Catalog for detailed information.

Career Pathways and Continuing Education Program Admission
Nursing Assistant
1. Must be 16 years old to apply
2. High School Diploma or GED - no GPA requirements OR, current High School Student - GPA of 2.5 or better
3. 8th grade reading level required as validated by SAT/ACT score, college level credits or Accuplacer reading exam:
4. Criminal background check
5. Fingerprinting- to be completed on the first night of class ($50)
6. Submission of immunization records & urine drug screen
7. Proof of medical malpractice insurance (usually about $40)
Medical Assistant
1. Completed admission application and fee
2. High School Diploma or GED - GPA of 2.5 or better
3. If taken, submission of official SAT score (school code 1503) or ACT scores (school code 1078)
   • If not taken, SAT or ACT, a completed placement exam must be taken at Methodist College (Additional pre-requisite courses may be required in English and Science based on test scores.)
4. Submission of official transcripts from each high school, college, and university attended
5. Criminal Background Check
6. Submission of immunization records

Gerontology Certificate Program Admission

General Admission Requirements for Students Currently Enrolled in a Baccalaureate Program at Methodist College:
1. Submission of a complete application for admission and application fee

General Admission requirements for Working Professionals Enrolling in the Gerontology Certificate Program:
1. Submission of a complete application for admission and application fee;
2. Submission of official transcripts from each high school, college/university attended;
3. Proof of high school completion or GED equivalent; and
4. Demonstrated readiness or ability to successfully complete college-level coursework as demonstrated through high school grade point average, college grade point average and ACT or SAT scores.

Student-At-Large Admission Policy
Non-degree-seeking students will be admitted as a student-at-large.

Admissions Requirements:
1. Submission of a complete application for admission and application fee;
2. Submission of official transcripts from each college/university attended; and
3. Demonstrated readiness or ability to successfully complete college-level coursework as demonstrated through high school grade point average, college grade point average and ACT or SAT scores.

Student-At-Large Policies
1. Students-At-Large will be admitted to classes on a space-available basis following the open registration period for enrolled Methodist College students;
2. Students-At-Large are not eligible for financial assistance;
3. Students-At-Large can take a maximum of 12 credit hours at Methodist College; and
4. Students-At-Large are not guaranteed admission to the college in a degree-seeking program in subsequent semesters.

Credit Transfer Policy
• Credit earned at a regionally accredited institution is transferable provided the course is equivalent in content to the curricular course requirements of Methodist College.
• Only credit hours of general education courses with a grade of “C” or higher will be transferred into Methodist College.
• Only nursing courses with a grade of “B” or higher will be considered for transfer.
• Methodist College will only accept course credit at the same level that it was earned at the source institution.
• The Grade Point Average (GPA) from the source institution will not be calculated into the Methodist College GPA.
• Students must complete at least 30 hours in their major at Methodist College to qualify for graduation.

**General Education Transfer Courses**
Courses presented for transfer into a specific discipline at Methodist College will be evaluated for equivalency by the appropriate Academic Dean or Division/Department Chair.

Students denied transfer credit for a specific course can appeal the decision to the Provost/Vice Chancellor for Academic Affairs with the submission of additional course materials as required to support a determination of equivalency. The Provost/VCAA’s decision can be appealed to the Chancellor/President of the College. The decision of the Chancellor/President is final.

**Credit by Examination (CLEP)**
Credit for college-level achievement in general education courses may be awarded through the College Level Examination Program (CLEP) administered by the College Board ([www.collegeboard.org](http://www.collegeboard.org)). Proficiency examinations are given on national test dates and are designed to give credit for knowledge gained in programs without college credit or for courses, which are not transferable.

CLEP tests will be accepted if passed at the 50th percentile or greater for the following courses: College Algebra; College Mathematics; Precalculus; Calculus; Introduction to Sociology; Introduction to Psychology; Human Growth and Development; English Composition; Principles of Microeconomics; Principles of Macroeconomics; Humanity and Literature courses; Foreign Language courses; English Literature; American Literature; Analyzing and Interpreting Literature; US History I and II; and Western Civilization I and II.

College credit will be designated with a grade of “CR” and will not be computed in the student’s GPA. Credit for the above courses will be entered on student transcripts with no grade recorded.

<table>
<thead>
<tr>
<th>Credit</th>
<th>College credit will be designated with a grade of “CR” and will not be computed in the student’s GPA. Credit for the above courses will be entered on student transcripts with no grade recorded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing and Fees</td>
<td>Testing service, site, and fees are the responsibility of the student.</td>
</tr>
<tr>
<td>Receipt of Scores</td>
<td>Students must request that scores be submitted directly from the Excelsior Testing Service to the Methodist College Registrar. Methodist College’s CLEP code is 1503.</td>
</tr>
<tr>
<td>Time Limit</td>
<td>There is no time limit for CLEP scores.</td>
</tr>
</tbody>
</table>

**Testing Information:**
For CLEP testing information, contact the College Admission Office or go to [www.collegeboard.com/testing](http://www.collegeboard.com/testing)
Excelsior Testing For General Education Credits

Excelsior Testing is used to grant credit for specific course work in the Arts and Sciences. If the student score is equivalent to an A, B, or C, credit for that course will be transferred.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Credit for Excelsior Testing passed courses will be entered on student transcripts as CR with no grade recorded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing and Fees</td>
<td>Testing service, site, and fees are the responsibility of the student.</td>
</tr>
<tr>
<td>Receipt of Scores</td>
<td>Students must request that scores be submitted directly from the Excelsior Testing Service to the Methodist College Registrar.</td>
</tr>
<tr>
<td>Time Limit</td>
<td>There is no time limit for Excelsior scores.</td>
</tr>
</tbody>
</table>

Testing Information: For Excelsior testing information, contact the College Admission Office or go to www.excelsior.edu.

Credit through Military Experience

Honorably discharged veterans of the United States Armed Forces may be allowed credit for certain courses upon presentation of a copy of their discharge documents to the Office of Admissions. This credit may be granted for service schools where equivalence in terms of college courses has been recommended for college credit in the “Guide to the Evaluation of Educational Experiences in the Armed Services,” published by the American Council on Education. Appropriate documents must be submitted to the Office of Admissions for an evaluation of these experiences.

Advanced Placement Examinations (AP)

Advanced Placement Examinations are used to grant credit for specific course work. If the student scores equivalent to a 3, 4, or 5 on the AP Placement Exam, credit for that course will be awarded.

<table>
<thead>
<tr>
<th>Credit</th>
<th>Credit for the above passed courses will be entered on student transcripts as CR with no grade recorded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing and Fees</td>
<td>Testing service, site, and fees are the responsibility of the student.</td>
</tr>
<tr>
<td>Receipt of Scores</td>
<td>Students must request that scores be submitted directly from the Advanced Placement Program to the Methodist College Office of the Registrar.</td>
</tr>
<tr>
<td>Time Limit</td>
<td>There is no time limit on Advanced Placement Exam scores.</td>
</tr>
</tbody>
</table>

College Placement Testing

The following guidelines will determine the placement of new students entering Methodist College in baccalaureate programs or the Medical Assistant program, establish options for seeking placement through placement examinations, and identify the process for appeal to repeat a placement exam.

A. Placement in 100 Level Courses

1. Students who meet the following criteria will be placed into appropriate 100-level (or higher) courses in mathematics, biology, and/or English:
   a. Score of 19 or greater on the corresponding subscales of the ACT
   b. Transcript demonstrating a grade of “C” or better on equivalent transfer college credits in 100-level (or greater) courses in mathematics, biology, or English.
2. Students who meet the following SAT criteria will be placed into appropriate 100-level (or above) courses in mathematics and/or English:
   a. A score of 500 or greater on the SAT verbal or quantitative sections.
   b. There is no corresponding SAT score for science, so the SAT exam will not serve to place students in science courses.

B. Placement in Developmental Courses

New students at Methodist College will be placed in developmental courses according to the following criteria:

1. Students who scored less than 19 on the corresponding subscale of the ACT, a score of less than 500 on the verbal or quantitative sections of the SAT, or who have not successfully completed an equivalent college course(s) in mathematics, biology, and/or English will be placed in an appropriate developmental level course(s).
2. Students who have taken the SAT exam and have scored less than 500 on the verbal and quantitative subscales will be placed in appropriate developmental courses.
3. Students who have taken neither the ACT exam nor the SAT exam will be placed in developmental courses.
4. Students who have taken only the SAT will be placed in the developmental biology course, as there is no corresponding subscale on the SAT.

C. Options for Seeking Approval to Enroll in 100 Level (or Higher) Courses

1. Students who place in appropriate developmental-level courses as indicated above may seek placement in 100-level courses through completion of one of the following methods:
   a. Students may take, or re-take, the ACT and achieve a minimum score of 19 on the respective subscales in order to be placed in 100 level (or higher) courses.
   b. Students may take, or re-take, the SAT and achieve a minimum score of 500 or greater on the respective subscales for English and mathematics only to be placed in 100-level (or higher) courses.
   c. Students may take the appropriate Methodist College Placement Test(s) in mathematics, biology, and/or English to seek placement in the appropriate 100-level course(s).
   d. Students may elect to repeat a placement test once to strive for a better score.
2. Appeal to take Repeat the Methodist College Placement Test(s)

A student who has taken a Methodist College Placement Test may appeal to the Dean of Arts and Sciences to re-take one or more Methodist College Placement Test(s) in mathematics, biology, and/or English.
   a. The appeal must be submitted in writing with a rationale for the request.
   b. If the appeal is granted, the exam will be scheduled no sooner than two weeks from the date of the first administration of the exam to allow for additional preparation.
3. A student who successfully completes the Methodist College placement exam(s) will be awarded permission to enroll in the corresponding 100-level (or higher) course(s).
Tuition & Financial Aid
TUITION AND FEES

Payment Schedule for all Programs* Except Nursing Assistant

All correspondence regarding billing will be transmitted electronically to the student’s college-assigned email address. It is the responsibility of the students to check their Methodist College email for messages regarding their balance. Students are also responsible to review their ledger in CAMS, the student data system.

Tuition and fees are due and payable per the following schedule unless alternative arrangements have been agreed upon with the College Bursar. All College charges and credits for each semester are consolidated into one account for each student.

Fall tuition is due on or before the first day of class.

Spring tuition is due on or before the first day of class.

Summer tuition is due on or before the first day of class.

*Subject to change without notice

**Fall tuition payment plans:** One-half of the tuition is due on or before the first day of class. One-quarter of the tuition is due on or before September 15. The remaining quarter is due on or before October 15.

**Spring tuition payment plans:** One-half of the tuition is due on or before the first day of class. One-quarter of the tuition is due on or before February 15. The remaining quarter is due on or before March 15.

**Summer tuition payment plans:** One-half of the tuition is due on or before the first day of class. One-quarter of the tuition is due on or before June 15. The remaining quarter is due on or before July 15.

NOTE: A $30 Payment Plan Deferment fee will be applied per semester to any account not paid in full by the tuition due date. Students who do not elect a payment plan and whose tuition is not paid on or before the tuition due date will be automatically placed in the Payment Plan and charged the Payment Plan Deferment fee. Please also be aware that if any of these payments are not made on or before the payment dates set forth, students will be charged a $50 late fee per payment.

Students who fail to make arrangements with the College Bursar and have an outstanding balance will not be able to register for the next semester.

Payment Schedule for Nursing Assistant Program
Prior to the first day of class: $100 intent fee, $400 tuition, and all fees
By the second week of the class: $500
By the seventh week of the class: $500 and balance paid in full
Note: Methodist College will not release names of Nursing Assistant students to the State of Illinois to sit for the Certification of Nursing Assistant examination until all tuition, fees and outstanding balances are paid in full.

**Payment Extension Policy**
Payments are due as outlined in the Tuition and Fees section. Payment extensions must be applied for using the Extended Payment Agreement form. This form must be submitted to the Bursar’s office prior to the last payment due date of the given semester (failure to do so will result in a $50 late fee). All extensions will be evaluated by the business office on an individual basis. The student will be notified via email of the approval or denial of the payment extension.

Failure to comply with approved Extended Payment Agreement will result in additional late fees, the student’s account being turned over to collections, and/or a block of the registration for subsequent semesters. All payment agreements will be kept on file for one calendar year.

**Collection Policy**
If no payments have been received in accordance with the Tuition and Billing Policies and Procedures, the student will receive a letter informing them of their 60 day delinquency on their tuition. Additional fees will be assessed and a hold will be placed on their ledger. If no response is received, a second letter will be sent within 60 days of the first letter, at which time, additional late fees will be assessed to the student’s ledger. If no response is received from the second letter, a third letter will be sent to the student informing them of their account being turned over to collections, at which point the student will have to settle their account with the collection agency directly. Any student turned over to collections by Methodist College will not be allowed to apply or be considered for readmission until delinquency is rectified.

**Refund Processing Policy**
Refund requests will be submitted for processing within 10 business days of loan disbursement. Please allow for additional time for check printing, processing, and mailing. It is the responsibility of the student to make sure the “billing” address listed in CAMS is correct, as all checks are mailed to this address. There will be no in-person check pickups allowed.*

**Tuition Refund Policy**
Full refunds will be made for individual classes cancelled by Methodist College. Full refunds will also be granted to those students dropping a course before the first scheduled day of classes. A refund time line for weeks one through three of each semester is listed below. No refund will be granted for classes dropped after the end of the third week of classes.*
Tuition Refund Schedules per Program for the 2017-2018 Academic Year are as follows

<table>
<thead>
<tr>
<th>BSN Second Degree Program</th>
<th>All Other Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2017</strong></td>
<td><strong>Fall 2017</strong></td>
</tr>
<tr>
<td>Drop Period</td>
<td>Drop Period</td>
</tr>
<tr>
<td>Refund Percentage</td>
<td>Refund Percentage</td>
</tr>
<tr>
<td>On or before 8/21/2017</td>
<td>On or before 8/21/2017</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>8/22/2017 - 8/28/2017</td>
<td>8/22/2017 - 8/28/2017</td>
</tr>
<tr>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>9/5/2017</td>
<td>9/5/2017</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Spring 2018               | Spring 2018       |
| Drop Period               | Drop Period       |
| Refund Percentage         | Refund Percentage |
| On or before 1/23/2018    | On or before 1/23/2018 |
| 100                       | 100               |
| 1/24/2018 - 1/30/2018     | 1/24/2018 - 1/30/2018 |
| 75                        | 75                |
| 1/31/2018 - 2/6/2018      | 1/31/2018 - 2/6/2018 |
| 50                        | 50                |
| 2/7/2018                  | 2/7/2018          |
| 0                         | 0                 |

| Summer 2018              | Summer 2018       |
| Drop Period              | Drop Period       |
| Refund Percentage        | Refund Percentage |
| On or before 6/04/2018   | On or before 5/29/2018 |
| 100                      | 100               |
| 6/05/2018 - 6/11/2018    | 5/30/2018 – 6/05/2018 |
| 75                       | 75                |
| 6/12/2018                | 6/06/2018         |
| 0                        | 0                 |

Nursing Assistant Program

<table>
<thead>
<tr>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11/17</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>9/18/17</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>9/23/17</td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
<td>9/28/17</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>9/29/17</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/5/18</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>2/12/18</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>2/17/18</td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
<td>2/22/18</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>2/23/18</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/30/18</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>6/6/18</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>6/11/18</td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
<td>6/16/18</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>6/18/18</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>
Bachelor of Science in Nursing Pre-Licensure and Second Degree Program Tuition and Fee Schedule*

**Tuition:** $640 per credit

### Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Intent Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Laboratory Fee</td>
<td>$110/semester</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$225/semester</td>
</tr>
<tr>
<td>Student Development Fee</td>
<td>$75/semester</td>
</tr>
<tr>
<td>Testing Fee</td>
<td>$315/semester</td>
</tr>
<tr>
<td>Internship Course Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200 (final semester only)</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$60/year</td>
</tr>
</tbody>
</table>

### Academic Hall Apartments (Methodist College Student Housing)

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Rent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1BR/1BA 1 Student (Single BR and BA)</td>
<td>$950 per person, per month/12-month term</td>
</tr>
<tr>
<td>2BR/1BA 2 Students (Single BR)</td>
<td>$720 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2BA 4 Students (Single BR)</td>
<td>$620 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2BA 6 Students (Single BR)</td>
<td>$570 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Shared BR)</td>
<td>$470 per person per month/12-month term</td>
</tr>
</tbody>
</table>

Monthly rental rates are based on 12 equal payments and include utilities, trash, cable, and Wi-Fi. Rates are guaranteed from January 1 through December 31. Monthly rental rates per semester are available. A monthly surcharge of $75 per month will apply for semester leased. Semester lease dates run from the Saturday before classes begin through the Monday following graduation for Fall and Spring semesters.

### Other Fees (if applicable)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$50 (noted above)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Deferment Fee</td>
<td>$30 (noted above)</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>See refund schedule</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See Student Record Policy</td>
</tr>
</tbody>
</table>

### Miscellaneous Additional Fees – Paid to sources other than the College (Prices will vary depending on supplier.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms and Accessories</td>
<td>$300</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$2,000 - $2,500</td>
</tr>
<tr>
<td>Examsoft™</td>
<td>$45 annually</td>
</tr>
<tr>
<td>Laptop</td>
<td>$500 to $2,500</td>
</tr>
<tr>
<td>Malpractice/Liability Insurance</td>
<td>$29 annually</td>
</tr>
<tr>
<td>Course Proficiency Fee</td>
<td>Cost varies by exam</td>
</tr>
<tr>
<td>Cap &amp; Gown</td>
<td>$40 (final semester only)</td>
</tr>
<tr>
<td>NCLEX-RN Application/License</td>
<td>$389 (final semester only)</td>
</tr>
</tbody>
</table>

(Actual amounts depend on prices at time of purchase)

*Subject to change without notice.
RN – BSN Program Tuition and Fee Schedule*

Tuition: $640 per credit (25% discount for UnityPoint Health Methodist | Proctor nurses)

Fees

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Intent Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$225/semester</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200 (final semester only)</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$60/year</td>
</tr>
</tbody>
</table>

Academic Hall Apartments (Methodist College Student Housing)

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1BR/1BA 1 Student (Single BR and BA)</td>
<td>$950 per person, per month/12-month term</td>
</tr>
<tr>
<td>2BR/1BA 2 Students (Single BR)</td>
<td>$720 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2BA 4 Students (Single BR)</td>
<td>$620 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Single BR)</td>
<td>$570 per person per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Shared BR)</td>
<td>$470 per person per month/12-month term</td>
</tr>
</tbody>
</table>

Monthly rental rates are based on 12 equal payments and include utilities, trash, cable, and Wi-Fi. Rates are guaranteed from January 1 through December 31. Monthly rental rates per semester are available. A monthly surcharge of $75 per month will apply for semester leased. Semester lease dates run from the Saturday before classes begin through the Monday following graduation for Fall and Spring semesters.

Other Fees (if applicable)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$50 (noted above)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Deferment Fee</td>
<td>$30 (noted above)</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>See refund schedule</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See Student Record Policy</td>
</tr>
</tbody>
</table>

Miscellaneous Additional Fees – Paid to sources other than the College (Prices will vary depending on supplier.)

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Coat with Methodist College Emblem</td>
<td>$50</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$1,000 - $1,500</td>
</tr>
<tr>
<td>Laptop</td>
<td>$500 to $2,500</td>
</tr>
<tr>
<td>Course Proficiency Fee</td>
<td>Cost varies by exam</td>
</tr>
<tr>
<td>Cap &amp; Gown</td>
<td>$40 (final semester only)</td>
</tr>
</tbody>
</table>

(Actual amounts depend on prices at time of purchase)

*Subject to change without notice.
Bachelor of Science in Health Science and Bachelor of Science in Social Work Tuition and Fee Schedule*

**Tuition:** $640 per credit

**Fees**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Intent Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Student Development Fee</td>
<td>$75/semester</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$225/semester</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$200 (final semester only)</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$60/year</td>
</tr>
</tbody>
</table>

**Academic Hall Apartments (Methodist College Student Housing)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1BR/1BA 1 Student (Single BR and BA)</td>
<td>$950 per person, per month/12-month term</td>
</tr>
<tr>
<td>2BR/1BA 2 Students (Single BR)</td>
<td>$720 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2BA 4 Students (Single BR)</td>
<td>$620 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Single BR)</td>
<td>$570 per person per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Shared BR)</td>
<td>$470 per person per month/12-month term</td>
</tr>
</tbody>
</table>

*Monthly rental rates are based on 12 equal payments and include utilities, trash, cable, and Wi-Fi. Rates are guaranteed from January 1 through December 31. Monthly rental rates per semester are available. A monthly surcharge of $75 per month will apply for semester leased. Semester lease dates run from the Saturday before classes begin through the Monday following graduation for Fall and Spring semesters.*

**Other Fees (if applicable)**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$50 (noted above)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Deferment Fee</td>
<td>$30 (noted above)</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>See refund schedule</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See Student Record Policy</td>
</tr>
</tbody>
</table>

**Miscellaneous Additional Fees – Paid to sources other than the College (Prices will vary depending on supplier.)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books/Supplies</td>
<td>$1,000 - $2,000</td>
</tr>
<tr>
<td>Examsoft™</td>
<td>$45/annually</td>
</tr>
<tr>
<td>Laptop</td>
<td>$500 to $2,500</td>
</tr>
<tr>
<td>Course Proficiency Fee</td>
<td>Cost varies by exam</td>
</tr>
<tr>
<td>Cap &amp; Gown</td>
<td>$40 (final semester only)</td>
</tr>
</tbody>
</table>

*(Actual amounts depend on prices at time of purchase)*

*Subject to change without notice.*
Career Pathways and Continuing Education Tuition and Fee Schedule

Gerontology Certificate Tuition and Fee Schedule*
For students not currently enrolled in a Baccalaureate program at Methodist College

**Tuition**: $640 per credit

<table>
<thead>
<tr>
<th>Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Intent Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$225/semester</td>
</tr>
<tr>
<td>Student Development Fee</td>
<td>$75/semester</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$60/year</td>
</tr>
</tbody>
</table>

**Other Fees (if applicable)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$50 (noted above)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Deferment Fee</td>
<td>$30 (noted above)</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>See refund schedule</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See Student Record Policy</td>
</tr>
</tbody>
</table>

**Miscellaneous Additional Fees – Paid to sources other than the College (Prices will vary depending on supplier.)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Coat with MC Emblem</td>
<td>$50</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$1,000</td>
</tr>
<tr>
<td>Laptop</td>
<td>$300 to $2,500</td>
</tr>
<tr>
<td>Course Proficiency Fee</td>
<td>Cost varies by exam</td>
</tr>
<tr>
<td>Cap &amp; Gown</td>
<td>$40 (final semester only)</td>
</tr>
</tbody>
</table>

(Actual amounts depend on prices at time of purchase)

*Subject to change without notice.
Nursing Assistant Tuition and Fee Schedule

Tuition
Tuition for the Nursing Assistant program is $1,500 due prior to beginning the program or see the payment plan on page 28.

Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Intent Fee</td>
<td>$100 (applied to $1,500 tuition)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$30</td>
</tr>
</tbody>
</table>

Other Fees (if applicable)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$50 (noted above)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Deferment Fee</td>
<td>$30 (noted above)</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>See refund schedule</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See Student Record Policy</td>
</tr>
</tbody>
</table>

Miscellaneous Additional Fees – Paid to sources other than the College (Prices will vary depending on supplier.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Test Fee</td>
<td>$65 (with State of Illinois)</td>
</tr>
<tr>
<td>Lab Coat with MC Emblem</td>
<td>$50 (optional)</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$150</td>
</tr>
<tr>
<td>Methodist College Scrubs</td>
<td>$60 per set</td>
</tr>
<tr>
<td>Background Check through DCFS</td>
<td>$50</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>$35</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>$55</td>
</tr>
</tbody>
</table>

(Actual amounts depend on prices at time of purchase)

*Subject to change without notice.
Medical Assistant Tuition and Fee Schedule

**Tuition**
Tuition for Medical Assisting students is $326.00 per credit hour.

**Fees**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$50</td>
</tr>
<tr>
<td>Intent Fee</td>
<td>$100 (applied to first tuition payment)</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>$225/semester</td>
</tr>
<tr>
<td>Student Development Fee</td>
<td>$75/semester</td>
</tr>
<tr>
<td>Parking Fee</td>
<td>$60/year</td>
</tr>
</tbody>
</table>

**Academic Hall Apartments (Methodist College Student Housing)**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1BR/1BA 1 Student (Single BR and BA)</td>
<td>$950 per person, per month/12-month term</td>
</tr>
<tr>
<td>2BR/1BA 2 Students (Single BR)</td>
<td>$720 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2BA 4 Students (Single BR)</td>
<td>$620 per person, per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Single BR)</td>
<td>$570 per person per month/12-month term</td>
</tr>
<tr>
<td>4BR/2 BA 6 Students (Shared BR)</td>
<td>$470 per person per month/12-month term</td>
</tr>
</tbody>
</table>

*Monthly rental rates are based on 12 equal payments and include utilities, trash, cable, and Wi-Fi. Rates are guaranteed from January 1 through December 31. Monthly rental rates per semester are available. A monthly surcharge of $75 per month will apply for semester leased. Semester lease dates run from the Saturday before classes begin through the Monday following graduation for Fall and Spring semesters.*

**Other Fees (if applicable)**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$50 (noted above)</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$10</td>
</tr>
<tr>
<td>Payment Plan Deferment Fee</td>
<td>$30 (noted above)</td>
</tr>
<tr>
<td>Tuition Refund</td>
<td>See refund schedule</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>See Student Record Policy</td>
</tr>
</tbody>
</table>

**Miscellaneous Additional Fees – Paid to sources other than the College (Prices will vary depending on supplier.)**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification Test Fee</td>
<td>$125 or $250 (depending on membership)</td>
</tr>
<tr>
<td>Lab Coat with MC Emblem</td>
<td>$50</td>
</tr>
<tr>
<td>CPR Certification</td>
<td>$55</td>
</tr>
<tr>
<td>Malpractice Insurance</td>
<td>$35</td>
</tr>
<tr>
<td>MC Scrubs</td>
<td>$60 per set</td>
</tr>
<tr>
<td>Books/Supplies</td>
<td>$3,500</td>
</tr>
<tr>
<td>Laptop</td>
<td>$900</td>
</tr>
<tr>
<td>Examsoft™</td>
<td>$22.50/semester</td>
</tr>
<tr>
<td>Clinical Equipment</td>
<td>$100</td>
</tr>
<tr>
<td>Course Proficiency Fee</td>
<td>Cost varies by exam</td>
</tr>
<tr>
<td>Cap &amp; Gown</td>
<td>$40 (final semester only)</td>
</tr>
</tbody>
</table>

(Actual amounts depend on prices at time of purchase)

*Subject to change without notice.*
Tuition and Fee Definitions

Application Fee: Covers the cost of establishing the applicant’s file. This fee is nonrefundable.

ATI Fee: Covers the cost of required standardized testing of nursing knowledge.

Intent Fee: Provides assurance of prospective student’s intent to enroll in Methodist College. This fee will be applied to the first tuition bill and is nonrefundable.

Tuition: Guarantees the student’s enrollment into the program and courses; entitles student to College services from the date of payment through the end of that enrollment period.

Laboratory Fee: Covers the cost of the disposable equipment and supplies used in laboratory classes, the Learning Resource Center, and the Simulation Center.

Technology Fee: Covers the use and support of educational technology (ATI, etc.).

Student Development Fee: Covers the costs associated with providing certain student activities.

Parking Fee: Covers the costs associated with provision of security officers, lighting, and parking lot maintenance.

Late Registration Fee: Covers the cost to register after course registration has closed.

Transcript Fee: Covers the cost involved in providing transcripts through Parchment, Inc.

Late Payment Fee: The amount assessed when the unpaid balance is not received by the due date.

Payment Plan Deferment Fee: An option to pay all tuition and fees before the first day of the semester or to pay 50% of tuition and fees before the first day and the remaining balance in two equal monthly installments.

Graduation Fee: Covers graduation administrative costs (cap and gown expenses are not included).

Miscellaneous Additional Fees: Paid to sources other than the College. *(Prices will vary depending on supplier.)*

- *Uniforms and Accessories:* Uniforms, shoes, stethoscopes, and other equipment as required by programs. Cost varies.
- *Books and Supplies:* Cost varies each semester.
- *Malpractice/Liability Insurance:* Required for nursing students and renewed annually.
- *Course Proficiency Fee:* Amount student pays to take the written or performance examination to meet criteria for waiver of selected course(s).
- *Cap and Gown:* The cost of cap and gown for graduation ceremony; paid in last semester only.
- *NCLEX-RN Application:* The cost to apply to sit for the NCLEX-RN – This is a dual registration, in which applicant applies to both Continental Testing Services, Inc. for background check and to Pearson VUE for exam; paid in last semester only.
- *NCLEX Fingerprinting Fee:* MC schedules an on-campus appointment with a licensed Live Scan vendor for fingerprinting that all NCLEX applicants must utilize, unless they are testing out of state. *(Note: current practical nurses licensed in Illinois are not required*
to be fingerprinted when applying for a license as a registered professional nurse, but they are still required to register with CTS and Pearson VUE); paid in last semester only.

- *Examsoft™*: The testing service used to deliver examinations; paid each semester by students in courses with objective testing as stated in the syllabus.

**FINANCIAL AID**

**Overview**
The mission of Methodist College Financial Aid Office is to provide all students (new, continuing or re-entering) with the information and guidance needed to successfully navigate the financial aid process. College success is measured by persistence to and achievement of degree completion. Understanding financial aid options is critical to success.

The financial aid office is the first point of contact for discussing any aspect of financing a college education at Methodist College. Our primary responsibilities include:

- Discussing and facilitating externally funded tuition payment options (federal and state student loans, grants, scholarships and work study)
- Conducting loan entrance and exit interviews
- Completing certifications for federal Pell Grants and federal Direct Loans credit to a student’s tuition and fee account
- Administering federal work study programs
- Monitoring a student’s academic progress and enrollment/withdrawal status
- Administering Veterans’ education programs
- Notifying students about outside scholarship options

Students at Methodist College interested in applying for federal financial aid must complete a Free Application for Federal Student Aid (FAFSA) before any determination of aid is available. Eligibility for aid is determined by an analysis of the information provided on the FAFSA and is made by federal and state agencies who disburse financial aid. In the school release section of the FAFSA, students must indicate Federal school code **006228** for Methodist College.

**Financial Aid Programs**
Methodist College participates in several federal and state financial aid programs to assist degree-seeking students in meeting their educational costs. Medical Assistant students may be eligible for financial aid. Nursing Assistant students are not eligible for financial aid. The following is a brief overview of the most common available financial aid programs.

**Federal Pell Grants**
Federal Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or a professional degree. The Federal Pell Grant is not a loan, and does not need to be repaid. To be considered for this grant program, a student must complete the Free Application for Federal Student Aid.

**Federal Supplemental Educational Opportunity Grants**
The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid. To be considered for this grant program, a student must complete the Free Application for Federal Student Aid.
Federal Work Study
Federal Work-Study (FWS) provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. To be considered for this aid program, a student must complete the Free Application for Federal Student Aid.

Federal Direct Stafford Loans
Direct Stafford Loans, from the William D. Ford Federal Direct Loan (Direct Loan) Program, are low-interest loans for eligible students to help cover the cost of higher education. Direct Stafford Loans include both Direct Subsidized Loans and Direct Unsubsidized Loans. To be considered for this loan program, a student must complete the Free Application for Federal Student Aid.

Federal Direct PLUS Loans for Parents
Parents of dependent students may apply for a Direct PLUS Loan to help pay their child's education expenses as long as certain eligibility requirements are met. Please contact our office for information on how to apply for this program.

Illinois Monetary Award Program
The Monetary Award Program (MAP) provides grants to Illinois residents who attend approved Illinois colleges and demonstrate financial need. To be considered for this grant program, the student must complete the Free Application for Federal Student Aid (FAFSA).

Workforce Investment Act
Methodist College’s Bachelor of Science in Nursing program is an approved program for Illinois Workforce Investment Act funding. Students should consult with the Methodist College Financial Aid office about their specific situation, and make application to the local Workforce Investment office for your county, which can be located via this website: www.servicelocator.org (use your zip code).

Satisfactory Academic Progress
General Information
Eligibility for financial aid requires that a student meets the Satisfactory Academic Progress policy.

The purpose of Methodist College's policy on "Satisfactory Academic Progress" is to ensure that all students meet the federal, state, and local financial assistance/veteran's benefits programs requirements for eligibility. (Title 34, Section 668.32f and 688.34).

Methodist College evaluates all students for compliance with this policy at the end of each academic semester, and at the time of disbursement of any benefits. The policy consists of a completion requirement, a grade point average requirement, and a maximum time frame requirement. This policy supersedes all previous policies.

Completion (Pace) Requirement
Methodist College students must complete all coursework, including transfer credits at a pace of 67%. This measure is calculated by taking all courses and dividing by those courses which are successfully completed.
Hours attempted include all financial aid eligible courses. For the purposes of this policy, completion is defined as grades of A, B and C. Hours attempted with grades of F, W, or I are not considered successful completion grades. Grades of D are considered as passing in all general education courses with the exception of some program courses as defined by some academic majors. Grades of D or F are not considered as passing in nursing and gerontology courses.

Failure to meet the 67% pace requirement for one semester will result in a Financial Aid Satisfactory Academic Progress Warning. Failure to meet pace in the next semester will result in SAP (Student Academic Progress) denial.

Grade Point Average Requirement
Methodist College students must maintain the GPA as prescribed by the Methodist College Academic Progression Policy. Students will be considered to have Financial Aid Satisfactory Academic Progress Warning in the following situations:

- Failure to maintain a cumulative or semester GPA of 2.0
- Earning a grade of D or F in a nursing or gerontology course.
- Earning a grade of F in a general education course.

Students will be placed on Financial Aid Satisfactory Academic progress denial if they fail to earn passing grades in all courses in the next semester. A passing grade is defined as a D or better in a general education or health sciences course, with the exception of some program courses as defined by some academic majors. A passing grade in nursing or gerontology is a C or better. Students are only allowed to repeat grades of D or lower in nursing or gerontology courses one time. A withdrawal is considered an attempt for a nursing, if a second attempt for the same course is unsuccessful the student will be placed on Financial Aid Satisfactory Academic Progress Denial.

All students must have a cumulative GPA in all lower division coursework of 2.0. A student failing to meet this requirement will be placed on Financial Aid Satisfactory Academic Denial.

Maximum Time-Frame Requirement
The maximum time-frame a student has to complete their degree is equal to 150% of the hours required for the completion of the degree. For example, the Bachelor of Science in Nursing degree requires 122 credit hours, and financial aid recipients have a maximum of 183 credit hours attempted. In this instance, the student would be placed on Satisfactory Academic Progress Probation when his/her attempted hours exceed 150 hours. This student would be placed on Satisfactory Academic Progress Denial after attempting 183 hours. Hours transferred to Methodist College from previous institutions are included in this requirement.

The maximum time-frame requirement is a Title IV requirement only. This rule does not apply to veteran's benefits.

Students seeking a second bachelor’s degree will only have the transfer hours from the first degree counted in the total hours attempted.

For example, a student who completed a Bachelor of Arts Degree at another college would start out with only those hours that transferred to Methodist College before taking a single class towards his/her second degree counted in the Maximum Time-Frame Requirement.
Satisfactory Academic Progress Probation
A student may stay on Satisfactory Academic Progress Probation for one semester. If the student fails to meet good standing in the subsequent semester, he/she is automatically placed on Satisfactory Academic Progress Denial status. A student is eligible for all types of educational benefits while on Satisfactory Academic Progress Probation.

Students enrolled in certificate programs must adhere to unique academic progress standards which are included in the Department of Career Pathways and Continuing Education section of this catalog.

Satisfactory Academic Progress Denial
A student is ineligible for any type of educational benefits while on Satisfactory Academic Progress Denial. The student may appeal the Satisfactory Academic Progress Denial status, (see student appeals).

Student Appeals for Satisfactory Academic Progress
A student may write to appeal his/her Satisfactory Academic Progress Denial. The letter should be written to the Director of Financial Aid and include the following; a narrative explaining why the student failed to meet the Satisfactory Academic Progress Policy requirements, a description of what the student will do to ensure he/she will regain good standing, and any other relevant supporting documentation.

If the appeal is denied, the student may further appeal by making an appointment with the Vice Chancellor for Enrollment Management and Student Affairs. The Vice Chancellor for Enrollment Management and Student Affairs will render a decision within seven working days of receiving the request from the student. All decisions made by the Vice Chancellor for Enrollment Management and Student Affairs are final.

If the appeal is granted, the student will be placed on Satisfactory Academic Progress Probation and an academic plan implemented. The student’s status will continue to be reviewed after each semester. The goal is that the student will regain good standing within the following semester. If the student does not regain good standing within the semester, the Director of Financial Aid will place the student on Satisfactory Academic Progress Denial again.

________________________________________________________________________

NOTE: A student may be allowed to enroll in classes at Methodist College, even though he/she is on Satisfactory Academic Progress Denial. Satisfactory Academic Progress is a Financial Aid, Scholarships, and Veteran’s Benefits Policy, not a registration or admissions policy. If a student is on Satisfactory Academic Progress Denial status, he/she will not be automatically dropped from his/her classes. Neither paying for your own classes nor sitting out for an enrollment period is sufficient for a student to re-establish eligibility for Financial Aid.
Return of Title IV Funds Policy
(Return to Title IV)

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence before completing a semester or period of enrollment. The federal Title IV financial aid programs (excluding Workstudy) must be recalculated in these situations. Return calculations are only performed for students who begin attendance. If a student fails to attend, aid will be cancelled and, if funds were disbursed, those funds will be returned to the appropriate program.

The College’s refund policy is separate from considerations relation to the return of financial aid funding, and either policy may result in a student owing a debt to the College.

If a student leaves the institution prior to completing all of a semester or period of enrollment, the financial aid office recalculates eligibility for Title IV funds. Students are reminded that courses taught in eight week terms will have a different calculation than typical term of 16 weeks. Approved leave of absences are excluded from refund calculations. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed equals the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

A student is considered to have withdrawn from a semester or payment period if the student does not complete all the days in the semester or payment period that the student was scheduled to complete. A student will also be considered as withdrawn if they cease attendance in all Title IV eligible coursework.

If a student withdraws and/or earns non-passing grades in all coursework at the end of the term and it is determined the student failed to attend the courses, they will also be considered as withdrawn on the last date of academic activity in each course.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned equals (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may be required to return a portion of the funds. If a student is required to return funds to the Dept. of Education, the financial aid will notify the Dept. of Education and they will contact the student to provide information on how to return the funds. The student returns these funds to Federal Loan Programs based on the terms and conditions of the promissory note of the loan. Pell Grant funds may also have to be paid back by the student. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the institution. Information regarding the return of funds will be sent to the student’s current email within two weeks of their official withdrawal date.
Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent (PLUS) Loans
- Federal Pell Grants for which a Return of funds is required
- Federal Supplemental Opportunity Grants for which a Return of funds is required
- Other assistance under this Title for which a Return of funds is required (e.g., LEAP)

**Example of a Return:**
Bernard, a Title IV aid recipient, enrolls for 18 credit hours spring semester. The dates of the spring semester are January 6, 2017, through May 2, 2017. The semester includes a spring break that begins March 1 and ends March 9; classes resume March 10. In January, Bernard failed three quizzes. Feeling overwhelmed by his academic performance, he officially withdraws on January 30, 2017.

What percentage of Bernard’s Title IV aid for the semester did he earn?
Number of calendar days in the semester = 108 (excluding the 9-day break)
Number of calendar days attended = 25 days attended

\[ \frac{25}{108} = 0.2314 = 23.1\% \]

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 45 days of the student's withdrawal. Any post-withdrawal disbursement due to the student will be applied to the student’s account with appropriate written authorization from the student, and a notice of the disbursement will be sent to the current email address for the student.

**THE INSTITUTION MUST RETURN THE AMOUNT OF TITLE IV FUNDS FOR WHICH IT IS RESPONSIBLE NO LATER THAN 45 DAYS AFTER THE DATE OF THE DETERMINATION OF THE DATE OF THE STUDENT'S WITHDRAWAL.**
CAMPUS LIFE AND SUPPORT SERVICES
CAMPUS LIFE

Residence Life
The Academic Hall apartments is part of the Methodist College Student Housing complex and is located at 7700 N. Academic Drive, Peoria, Illinois, 61615, north of the main campus building. Academic Hall offers apartment space for up to six occupants per apartment, with apartments designed for single, double, or more occupancy with private baths, which provide students with opportunities for private time for studying. Each apartment has a full kitchen with microwave, stove/oven, refrigerator, and dishwasher. All floors contain a community lounge for study and social activities. The building has on-campus laundry facilities.

Academic Hall is staffed by Resident Advisors (RA) who are responsible for facilitating a safe and secure community environment conducive to supporting the Methodist College Mission.

Room Assignments for Residential Life
Priority for room assignments will be based on the following factors:
- Assignment is dependent upon space availability
- First priority is extended to current residents, then based on date of application
- Continuing senior residents have priority over junior residents; continuing junior residents have priority over continuing sophomore residents; continuing sophomore residents have priority over continuing freshmen residents.

Academic Hall policies are clearly provided to residents in the signed housing lease and in the Academic Hall Manual. Residents should understand that violations of the housing contract or policies in the Academic Hall Manual will result in disciplinary actions as serious as expulsion from the Hall. Additionally, a resident may also be subject to disciplinary action under the Student Code of Conduct. For more information, please contact a Resident Advisor or the Dean of Students.

Student Health Insurance
In the United States, pursuant to the Affordable Care Act (ACA), all individuals are required to hold a current health insurance plan. Meeting this mandate is the responsibility of the student. Methodist College does not provide any direct student health insurance to its students. Student should visit the official Healthcare.gov website to get information on getting coverage under the ACA: www.healthcare.gov. For more information on the Healthcare Marketplace, please go to the Enrollment Management/Student Services office.

Any issues involving the administration, coverage, or payment of the policy acquired through the Healthcare Marketplace is handled between the student and the provider. Methodist College is not responsible for any unpaid or uncovered services.

Student Government Association (SGA)
The Methodist College Student Government Association (SGA) is a governing organization of the student body and serves to meet the needs of the student constituents. Methodist College students serve as officers and representatives for their peers to enhance their experience at Methodist College, both inside and outside of the classroom.
Support Services

Campus Safety
Methodist College strives to provide a safe and secure campus and to keep the public informed about crime on its campus in accordance with the requirements of Public Law 101-542, Title II, 1990 (Clery Act). Campus crime statistics are reported annually on the Methodist College website.

Methodist College Campus Security is authorized to help maintain a safe environment by protecting life and property. Security officers complete a 40-hour training program in security law and procedures and have the same arrest powers as private citizens, in accordance with Illinois law.

Any suspicious activity or serious crime should be reported immediately to the Campus Security Office. The Chief of Campus Security will notify Methodist College community in the event of the threat of a serious crime or if a serious crime occurs.

The Campus Security Office is located at the main entrance of the campus. Uniformed officers are available Monday-Sunday 6:30 a.m.- midnight on all days the College is open to respond to employee, student, and visitor needs. The College is locked with access by approved employee and student name badges. Individuals concerned about his/her personal safety may request an escort from the Security Office. An officer will walk with or drive the individual to his/her destination.

In addition, campus security is maintained by using security cameras to monitor entrances and parking lots. This is monitored in the Campus Security Office.

Campus Security maintains visibility by patrolling the campus regularly on foot or in marked security vehicles. To help maintain a safe and secure campus, reasonable precaution for one’s safety needs to be exercised by faculty, students, staff, and visitors.

Campus Security can be reached at 309-672-4500.

Parking Tips

<table>
<thead>
<tr>
<th>(P) Park in visible areas.</th>
<th>(S) Start your car after locking doors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Ask for an escort.</td>
<td>(A) Always have your cell phone with you.</td>
</tr>
<tr>
<td>(R) Remove valuables from car.</td>
<td>(F) Find your keys before you walk.</td>
</tr>
<tr>
<td>(K) Keep calm and ready.</td>
<td>(E) Examine your surroundings and car.</td>
</tr>
</tbody>
</table>

Personal Counseling
In an effort to promote the holistic development of the student, Methodist College recognizes that students may need counseling services to better manage personal or student-related stress. Methodist College employs a full-time counselor to assist students. The Director of Counseling and Wellness is located in office W158.

Simulation and Clinical Practice Centers
Methodist College has a Clinical Practice Center (CPC) and a Center for Simulation. Each is equipped to provide students with opportunities to acquire and enhance clinical skills in a variety of simulated settings. This is accomplished through the use of instructional technology, the
application of critical thinking scenarios, and other methods that facilitate clinical assessment and decision-making in clinical practice. Students are supervised by experienced professional staff and faculty while gaining confidence in skill development and application in the CPC setting. Check the schedule for hours of operation designed to offer support to Methodist College students. The Centers are closed on days that Methodist College is closed.

Library
The Library is located at the center of Methodist College, adjacent to the Commons area. It serves as a collaborative learning space and an excellent resource for students in all programs.

Study and Social Space
The College library offers students a quiet place for individual or group study in one of several study rooms or its main lobby. Comfortable lounge seating is available for individuals and groups.

Reference
Library staff is trained to help individuals find information from a variety of sources. Reference questions and research advisory is available in the library, by phone or e-mail. Call (309) 672-4937 or e-mail mclibrary@methodistcol.edu during our hours of operation and staff will assist as quickly as possible.

Reserves
Course textbooks along with material for class assignments are placed on reserve at the circulation desk. Reserve items may not leave the campus.

Interlibrary Loan
In an effort to provide expanded access to information, the Library provides interlibrary loan for all students, staff and faculty. The purpose of the interlibrary loan service is to locate and obtain documents from other libraries to lend to Methodist College students and faculty. Requests for interlibrary loan may be made at the circulation desk or by e-mail at mclibrary@methodistcol.edu.

Electronic Resources
The college library provides on-campus and remote access to over 30 electronic databases, over 300 electronic journals, 130 electronic books and additional electronic resources.

Library Instruction
Classroom instruction, group sessions and one-on-one consultations are available to assist students on how to best use library resources. To schedule one of these sessions, call (309) 672-4937 or e-mail mclibrary@methodistcol.edu.

Academic Advising Program and Mentoring Program
The mission of Methodist College’s Advising Program is to empower students to become self-directed learners and decision makers who will develop and implement sound educational and career plans consistent with their personal values, goals and career aspirations in healthcare. Collaborative relationships between students, advisors and faculty mentors will assist students in the successful transition to college life and develop students’ appreciation for the academic community to which they belong.
The Academic Advising Program is offered to all new and continuing students through collaboration of Student Services and Academic Affairs. The Academic Advising Program is administered by Student Services under the guidance of the Director of Admissions and Advising. Faculty serve as professional mentors to students beginning after the first year and continuing through graduation. At that time, a faculty mentor will provide career and content based advising support, while prescriptive advising support will be available through the Director of Admissions and Advising.

**Year 1 Advising**

The incoming student population at Methodist College is diverse and multidimensional. The Advising Department recognizes that not all new students at Methodist College are first year college students. With this in mind, the first year advising experience can be identified as “Year 1 Advising.” The Year 1 advisement structure is designed to maximize students’ increased needs of advisement support during the first year of coursework at Methodist College. It involves several touch points during critical periods in the student’s life that can help determine students in need of intervention and form relationships with key faculty/staff on campus. Students will be introduced to their Year 1 advisor during New Student Orientation. Students will be required to meet with their assigned Year 1 advisor at least twice during the year. Registration privileges for the upcoming semester will be suspended until students have fulfilled this requirement. A graduation plan will be created for each student during their Year 1 Advisement process. Year 1 Advisement will be responsible for initiating a smooth transition from Year 1 Advising to the Faculty Advisor selected for each student.

Students should meet with their Year 1 Advisor or Faculty Mentor when they experience academic difficulties or need direction or support at Methodist College. The Advisor can assist in developing a plan of remediation as well as guide the student to additional resources at the College. Faculty Mentoring appointments can be scheduled during faculty office hours which are posted on each faculty member’s office door.

If students find themselves on Academic Probation at the conclusion of their first year at Methodist College, they will remain with their Year 1 Advisor until off probation. Students who re-enter the college following a leave of absence or academic dismissal will be assigned to a Year 1 Advisor as they transition back into Methodist College. Continual “walk-in” support will be provided by the Year 1 Advising Department for continuing students who require advising support or referrals.

The following are guidelines to help students prepare for meetings with their advisors:

1. Become familiar with the courses included in the degree program. Read the course descriptions in the Catalog.
2. Know which courses are pre- or co-requisite to other courses. Pre-requisites must be completed before taking a specific course. Co-requisites may be taken concurrently.
3. Make a list of courses planned for the following semester, prior to meeting with your advisor. Double check the pre- and/or co-requisites. Make an alternative list of courses to take if first choices are not available.
4. Meet periodically with advisors to develop and review the degree plan. It is best to schedule a degree planning meeting with the advisor at a time other than the advising session prior to a registration period.
Any questions related to the Year 1 advising/mentoring experience should be brought to the Dean of Enrollment Management and Student Services.

**Continuing Student Advisement and Faculty Mentorship**

Once students successfully complete their first year of coursework at Methodist College, they will transition to an assigned Faculty Mentor for the remainder of their college experience. The Faculty Mentor/Student relationship will focus on research, career and professional development as well as on the prescriptive tasks of building schedules, course conflicts, and resource referrals. Faculty Mentors will adjust students’ graduation plans as needed and will initiate conversations regarding application for degree, registration for important exams, and other requirements related to entry into the professional field of healthcare. Students may meet with their Faculty Mentor at their discretion at any point throughout their college experience. While Faculty Mentoring appointments are not required for registration, they are strongly recommended for successful degree completion. There are circumstances where continuing students will be required to meet with their Faculty Mentor.

- Students who receive a D/F in any course at mid-term must meet with their Faculty Mentor.
- Students who receive a D/F as a final grade must meet with their Faculty Mentor prior to enrollment in the next semester’s coursework.
- Students on probation must meet with their Faculty Mentor prior to enrollment in the next semester’s coursework.

Any questions related to the faculty mentoring experience should be brought to the Vice Chancellor for Academic Affairs.

Forms that must be signed by the advisor or faculty mentor include:
- Course Add/Drop forms
- Withdrawal forms and Leave of Absence forms
- Graduate enrollment while an undergraduate student form (available in the last semester of study only).

Forms that must be signed by division/department chairs/deans/directors include:
- Administrative Approval form to take courses in which the pre-requisites have not been met. Administrative approval must be obtained for a semester course load of 18 credit hours or more

**Center for Student Success**

The Center for Student Success (CSS) offers free academic assistance to all Methodist College students in a welcoming and supportive environment. The CSS staff is trained in providing tutorial assistance in subjects such as mathematics, biological and physical sciences, nursing, as well as paper editing and writing. CSS tutors, writing tutors, and supplemental instruction leaders are available to assist students via one-on-one or group tutoring, testing, workshops, and skills assessments. The CSS facilities include a quiet study lounge, tutor offices, and a Testing Center. CSS services also include facilitating ADA accommodation requests as arranged through the ADA Coordinator.

**Career Placement**

All students are assisted with career placement prior to graduation from Methodist College. In addition, recruitment fairs attended by area hospitals and healthcare institutions provide the
students with a variety of job opportunities. Services include mock interviews, resume review, cover letter preparation, dress for success coaching, and a listing of open positions for graduating students and full and part-time positions current students may qualify for. Students may contact the Dean of Students for assistance with career placement.

**Disability Services**
Services are offered for students with documented disabilities, including accommodations and limited auxiliary services. A student with a disability who believes he or she needs an accommodation should visit the ADA coordinator. It is the responsibility of students with disabilities to provide documentation.

**Computer Laboratory**
There is one computer laboratory for students that is equipped with personal computers and printers. Access to the Internet, EPIC (electronic medical record system), and a variety of software including interactive computer learning programs are available. No food or drink are permitted in the Computer Laboratory.

**Laptop Requirements for Students**
Each student entering Methodist College, except for those enrolled exclusively in the Nursing Assistant program, is required to own a laptop.

The Methodist College campus is wireless. For financial aid purposes, the price of the new laptop can be added into the total price of educational costs.

The minimum laptop requirements are:
- **CPU:** Minimum processor: Intel Core i3, AMD Phenom II Dual-Core, AMD Turion II Dual-Core
- **RAM:** 4 Gigabytes (GB)
- **Hard Drive Space:** 120 Gigabytes (GB)
- **Minimum Display:** 13 inches
- **Wireless:** 802.11 b/g
- **Operating System:** Windows 7 (minimum version supported) or S X 10.6 for Macintosh computers
- Microsoft Office is required; MS Office 365 can be obtained free of charge through the college. Please submit a student IT support ticket for directions on how to acquire your free copy.

**Graduate School Information**
Methodist College offers a Master of Science in Nursing Education program which provides education for those interested in nursing education. More information can be found in the Graduate Catalog/Handbook.

**Methodist College Academic Progression**
To ensure students demonstrate adequate comprehension and application of course content before progressing, a student must maintain a cumulative GPA of 2.0 or greater to remain in good academic standing. A student whose cumulative GPA falls below 2.0 will be placed on academic probation. The student will have 2 semesters to achieve a cumulative GPA of 2.0. The students who fail to achieve a 2.0 at the end of the second semester of academic probation will
be dismissed. A student who is academically dismissed may apply for readmission as per the stated college readmission policy.

**Academic Progression and Non-Progression**

A. Progression Status:

- **In Good Standing**
  
  At the end of the semester, a student must have earned a cumulative grade point average of at least 2.0 to be in academic good standing.

  “Good Standing” will be posted on the student’s academic record.

- **Academic Probation**
  
  A student will be put on academic probation at the end of a semester if their cumulative grade point average is below 2.0.

  “Academic Probation” will be posted on the student’s academic record.

- **Removal from Academic Probation**
  
  The student is removed from academic probation at the completion of the semester when the cumulative GPA is 2.0 or higher. This must be done within 2 semesters of being placed on academic probation.

B. Non-Progression Status:

- **Academic Dismissal**
  
  - Failure to achieve a cumulative GPA of 2.0 or higher within 2 semesters of enrollment after being placed on academic probation.
  
  - Sanctions imposed for violations of the academic integrity and honesty portions of the Student Code of Conduct Policy

  “Academic Dismissal” will be posted on the student’s academic record.

**Registration and Enrollment Policies**

Course registration is managed through the Office of the Registrar. Faculty mentors and Year 1 advisors are available during the registration period to assist students in their selection of courses. Registration may be completed through the fifth day of the semester.

To register, students should:

1. Review the course schedule
2. Meet with their advisor for an enrollment review
3. Register online through the CAMS student portal during the assigned registration period.

A student is classified according to the number of credit hours he/she is enrolled in a semester as follows:

- Full-time, fall or spring (12 credit hours /semester)
- Full-time, summer (6 credit hours /semester)
- Three-quarter time, fall or spring (9 - 11 credit hours /semester)
- Three-quarter time, summer (4.5 credit hours /semester)
- Half-time, spring or fall (6 - 8 credit hours /semester)
- Half-time, summer (3 credit hours /semester)
Administrative approval must be obtained for a semester course load of 18 credit hours in the spring or fall academic terms and 9 credit hours in the summer term each academic year, excluding students enrolled in the 2nd Degree BSN Program. Students seeking this approval will be directed by their academic advisor to the appropriate Chair or Dean.

Nursing Students
Students in the nursing program are allowed to register for no more than 12 credits of clinical courses in a single semester. Clinical courses are not offered during the summer term outside of the 2nd Degree BSN Program.

Semester Length
The standard fall and spring semesters are scheduled to include 15 weeks of instruction and 1 week of final examinations. Summer semesters are planned to include a minimum of 15 hours per credit. The length of the semester may vary by program. The Nursing Assistant program is 9 weeks.

Credit Hour Definition
Methodist College adheres to the following definitions of credit hour allocation:

1. Theory classes are calculated at a ratio of one clock hour (defined as a 50 minute hour) to 1 credit hour;
2. Laboratory experiences are calculated at a ratio of 2 clock hours per credit hour;
3. Clinical experiences are calculated at a ratio of 3 clock hours per credit hour; and
4. Practicum, internship, and field placement experiences are calculated at a ratio of 4 clock hours per credit hour.

Faculty Absence
If the faculty member does not appear for class within 15 minutes, one student on behalf of his/her classmates, should contact the Office of the Vice Chancellor for Academic Affairs to determine what course of action to follow.

Grading Standards
I Incomplete – The grade of “I” is reported by the instructor. The student must complete the work by the date established by the instructor, but no later than the date grades are due for midterm of the next semester, as indicated by the appropriate Academic Calendar or the final grade of “F” will be issued.
S Satisfactory - “S” correlates to letter grade of “C” or higher.
U Unsatisfactory - “U” correlates to letter grade of “D” or lower.
W Withdrawal – “W” Withdrawal from a course. A student is permitted to withdraw from a course to the date specified on the academic calendar. Students complete a Drop/Withdrawal form that is signed by their academic advisor of record and submits it to the Welcome Window, room W104. The form is processed by the Registrar’s Office and a grade of “W” is assigned for the course at that time. After the last day to withdraw from a class with a grade of “W”, the instructor reports the grade earned by the student, indicating a letter grade of “A,” “B,” “C,” “D,” or “F.”
**Incomplete Grades**
The request for an Incomplete ("I") grade must be originated by the student and approved by the Instructor for the course in question. If the Instructor agrees that the student has completed enough of the course and has a valid reason to request the Incomplete, he/she may support the request for the Incomplete ("I") grade. The student must obtain the Incomplete Grade form from the Office of the Registrar and obtain approval from the Instructor. The instructor will then submit the completed form to the Office of the Registrar.

The last date to complete the course is the midterm of the next semester as indicated on the Academic Calendar. An Incomplete grade will become a grade of “F” if not completed by the specified date. Students completing incomplete coursework may not enroll in course requiring the incomplete course as a pre-requisite until the incomplete work has had the final grade reported for the course.

**Adding/Dropping a Course**
Students should refer to the Academic Calendar for add/drop dates specific to the program in which they are enrolled. Students must obtain approval from their advisor prior to adding or dropping any course.

**Administrative Drop/Add**
While each student is responsible for ensuring that he/she is enrolled for the appropriate courses, Methodist College reserves the right to administratively add/drop students when the student fails to meet pre-requisite requirements or when circumstances mandate.

**Repeated Courses**
A student who fails a course at Methodist College must repeat the course. Repeated courses must be taken at Methodist College. Students may not use a proficiency exam to replace a repeated course. When a student repeats a course at Methodist College, all grades earned in the course will be posted to the student’s transcript and will be computed in the cumulative grade point average. A Methodist College nursing course may be repeated only once, and a withdrawal counts as an attempt.

**Grade Point Average (GPA) Calculation**
The Methodist College grade point average is calculated only on courses completed at Methodist College. Transfer credits are not computed in the GPA. The GPA is calculated on all hours attempted and all hours earned, and is based on the 4-point scale illustrated below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points Per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00 (Computed in GPA)</td>
</tr>
<tr>
<td>I</td>
<td>0.00 (Not computed in GPA)</td>
</tr>
<tr>
<td>S</td>
<td>0.00 (Not computed in GPA)</td>
</tr>
<tr>
<td>U</td>
<td>0.00 (Not computed in GPA)</td>
</tr>
<tr>
<td>W</td>
<td>0.00 (Not computed in GPA)</td>
</tr>
</tbody>
</table>
Definition of Terms to Calculate GPA:

- **Credit Hours** - the hours assigned to a course, this number is listed in both the schedule of classes and the catalog and is usually 1 to 6 hours.
- **Grade Value** - the numerical value assigned to a grade; A = 4 points, B = 3 points, C = 2 points, D = 1 point, and F = 0 points.
- **Grade Points** - number of credit hours for a course times the grade value.
- **Attempted Hours** - credit hours for which you earn a grade in (excluding I's, S/U, or W's); note:
  - **Earned Hours** - credit hours which you passed (refer to the Progression Policy in the College Catalog).
- **Duplication** - when the same course is taken a second time, both grades earned in the course are included in the calculation of the GPA. A Methodist College course may only be repeated once, including courses in which a grade of “W” was earned.

**Graduation Requirements**

Commencement exercises are held in December and May. All students will be assessed a graduation fee included in their final semester’s fees (see fee schedule).

Students wishing to participate in the commencement ceremony will purchase, at their own expense, a cap, gown, and stole from the vendor approved by the College. All students will receive their diploma and diploma cover whether or not they attend the ceremony. A group picture of the graduating class, in cap and gown, will be taken in advance of the commencement ceremony. A student not wishing to participate in the ceremony must make arrangements with the Vice Chancellor for Enrollment Management and Student Affairs if they wish to be in the group picture.

Nursing Assistant students will participate in a completion celebration at the conclusion of their program.

**Degree Completion Requirements**

The Bachelor of Science Degree is conferred when the following conditions have been met:

1. Completion of all required courses and credit hours as designated in the program of study.
2. Achievement of a cumulative grade point average of 2.0 or higher on all College work leading to the Bachelor of Science degree. Completion of all required standardized achievement examinations.
3. Students must complete at least 30 semester credit hours at Methodist College in their major to establish residency.
4. Clearance of all indebtedness to Methodist College, including all fines, parking tickets, and the return of all materials borrowed from the College library.
ACADEMIC AFFAIRS

Academic Affairs Administration
Dr. Pam Ferguson  Interim Provost/Vice Chancellor for Academic Affairs & Dean of Nursing
Dr. Kip Strasma  Associate Provost/Dean of Arts and Sciences
Dr. Eileen Setti  Chair of Career Pathways and Continuing Education
Dr. Terence Hodges  Chair of Health Science
Dr. Staci Wolfe  Chair of Social Work
Dr. Debbie Stark  Associate Dean of Nursing
Ms. Sara Kimble  Director of Simulation and Clinical Affairs
Dr. Lirim Neziroski  Director of the Center for Teaching and Learning Excellence
Ms. Michelle Nielsen Ott  Director of Library Services

Academic Purpose and Goals

Purpose
Academic Affairs is dedicated to providing educational programs and support services which prepare students to be competent healthcare practitioners, responsible leaders and productive citizens in a democratic society. This is accomplished within a culture of excellence that emphasizes and supports student engagement in and responsibility for learning and faculty commitment to excellence in teaching, scholarship and service. The educational environment recognizes the diverse needs of students and promotes the holistic development of each student. An important element of this mission is the preparation of students for life-long learning, advanced studies, and employment in a complex, diverse, and rapidly changing world.

Academic Affairs Goals

1. Provide a foundation in general education to support and contribute to the learning outcomes of all academic degree programs.
2. Provide academic degree programs that are responsive to a changing environment in healthcare and in society.
3. Promote excellence in academic offerings through curricular development, delivery, evaluation and improvement.
4. Promote academic competence through a learning environment that promotes immersion, active learning, and integrated learning experiences as well as fostering intellectual, interpersonal, and civic engagement.
5. Sustain a learning environment that recognizes and is responsive to student needs in promoting achievement and student learning in order to facilitate academic engagement, progression, and persistence to graduation.
6. Provide resources through academic support services to foster development of skills that promote student success and life-long learning. (Advising)
7. Encourage faculty contributions to the body of knowledge of their discipline and/or of education in the discipline through scholarship and research.
8. Support and encourage professional development opportunities for faculty to grow in subject matter expertise, pedagogical knowledge, technology integration and ability to promote learning within a diverse student population.
9. Foster professional development and life-long learning for graduates and healthcare practitioners through continuing education programming.
10. Establish community, educational, and business partnerships/linkages to enhance student learning opportunities and contribute to the welfare of the College and the healthcare needs of the community.

Undergraduate Academic Programs
Methodist College is focused on providing academic programs that foster ethical, professional and intellectual development, respect and concern for human values, and the joy of creativity and discovery. Emphasis is on developing the whole person by encouraging a lifelong dedication to both learning and service to others. The program strives to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion. The undergraduate academic program prepares graduates to be healthcare professionals of the highest caliber and productive and responsible members of a democratic society.

Undergraduate Student Learning Outcomes (USLOs)
Graduates of the undergraduate academic program will demonstrate mastery of knowledge, skills and readiness for a career in a healthcare discipline related to communication, civic engagement, inquiry and analysis, and integrative learning. The four concepts are as follows:

**COMMUNICATION**: Engages students in the development and expression of ideas through iterative experiences across the curricula.

**CIVIC ENGAGEMENT**: Involves students working to make a difference in the civic life of the local and/or global community through development of knowledge, skills, values, and motivation to make a difference.

**INQUIRY AND ANALYSIS**: Reflects a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments.

**INTEGRATIVE LEARNING**: Fosters students’ abilities to integrate learning across courses, over time, and between campus and community life. Integrative learning goes across disciplinary lines, incorporating real world experiences toward growth as a lifelong learner.

**Definition of Academic Major and Minor**
Academic Major refers to the academic discipline in which a curriculum of prescribed courses leads to an undergraduate baccalaureate degree. A major is a program of study offering both depth and breadth in a particular discipline or field of study.

The academic major is considered a defining and dominant characteristic of the undergraduate degree. The requirements and the curriculum for a major are determined by the academic department faculty offering the major with the appropriate approvals of the Methodist College Faculty Senate, Academic Council, Provost/Vice Chancellor for Academic Affairs, Chancellor/President of the College and the Methodist College Board of Directors.

Methodist College requires a minimum of 30 semester credit hours of prescribed courses in a specific discipline to complete a baccalaureate degree.
Academic Major Concentration
A major may offer concentrations, areas of specialization within the field of study. If offered, the academic department may determine if a concentration is an optional or required component of the major. Generally, students complete a portion of the core major requirements and then select focused courses to complete the concentration. A concentration must include a minimum of 21 semester credit hours of specialized coursework.

Academic Minor:
A minor is a program of study, with less depth than a major. It may be completed to complement, or as an addition to a major. A minor has a minimum of 15 non-core semester credit hours required by a major and a maximum of 18 non-core semester credit hours. The requirements and the curriculum for a minor are determined by the academic department faculty offering the major with the appropriate approvals of the Methodist College Faculty Senate, Academic Council, Provost/Vice Chancellor for Academic Affairs, Chancellor/President of the College, and the Methodist College Board of Directors.

Methodist College students electing an Arts and Humanities, Behavioral and Social Sciences, or Math and Sciences minor can meet with an advisor from participating faculty to help guide them in choosing a minimum of 15 credit hours (six lower division credit hours, nine upper division credit hours) or a maximum of 18 semester credit hours (six from the lower division and 12 from the upper division) of courses in each of these disciplines to fulfill the minor. For the minor, the student can only transfer 6 credit hours from another institution.

A minor must be an elective choice – a student cannot be required to complete one as part of the requirements for a major. If a course is a requirement for a major for which a student applies at graduation, it cannot qualify also for minor credit.

A maximum of 6 transfer credits can be applied toward an academic minor.

Academic Honors and Awards
At Commencement, the following honors are presented to students who graduate with the highest cumulative grade point averages:
- Summa Cum Laude
  Highest Distinction – 3.90-4.00
- Magna Cum Laude
  High Distinction – 3.75-3.89
- Cum Laude
  Distinction – 3.50-3.74

Chancellor/President’s List
At the end of each semester, the Chancellor/President of the College’s List will be posted to recognize the academic progress for that semester. Students earn this honor by:
- Completing a minimum of 12-semester hour credits roster and
- Achieving a semester grade point average of 3.9 to 4.0.
Dean's List
Additionally, the Dean's List will be posted at the end of each semester. Students earn this honor by:
- Completing a minimum of 12-semester hour credits roster and
- Achieving a semester grade point average of 3.75 to 3.89.

Academic Class Standing
Students are classified according to the total number of semester hours completed including transfer semester hours. Students are classified as follows:
- Freshman 0-30 semester hours completed
- Sophomore 31-57 semester hours completed
- Junior 58-89 semester hours completed
- Senior 90-122 semester hours completed
Division of Arts & Sciences
Associate Provost & Dean: Kip Strasma, PhD, MA, BA

Mission/Philosophy
The Division of Arts and Sciences is dedicated to providing educational programs and support services which prepare students to be competent healthcare practitioners, responsible leaders and productive citizens in a democratic society. This is accomplished within a culture of excellence that emphasizes and supports student engagement in and responsibility for learning and faculty commitment to excellence in teaching, scholarship and service. The general educational environment recognizes the diverse needs of students and promotes the holistic development of each student. An important element of this mission is to prepare students for life-long learning, advanced studies and employment in a complex, diverse and rapidly changing world—that only a robust program in arts and sciences can provide.

Description of Program
The Arts and Sciences Division at Methodist Colleges provides students with a varied and complete collection of courses in general education. Introductory courses in particular provide a comprehensive perspective to the discipline and a professional disposition toward health care.

Faculty in the Arts and Sciences Division are highly trained in their disciplines in which they produce ongoing scholarship while teaching Methodist College students.

Accreditation
The general education program in the Arts and Sciences Division is approved by the Higher Learning Commission and has been continuously since its creation in 2011.

Admission Requirements
Any student admitted to Methodist College with the appropriate placement scores and/or transfer equivalencies is ready to begin study in the general education core.

General Education Study and Core
A general education fosters the knowledge, skills, and values essential to all academic disciplines and encourages the pursuit of lifelong learning. General education courses are required of all students regardless of the major or professional program. Many majors also require upper-level course work (300- and 400-level) in general education.

Please see academic majors and programs for specific courses required in each core area.

Fine Arts – Three (3) credit hours required.

Communication – Three (3) credit hours required: COM101, Public Speaking and Presenting.

Humanities – Six (6) credit hours required.
Social Sciences – Nine (9) credit hours are required with at least three in a Behavioral Sciences discipline.

Physical and Life Sciences (with lab) – Twelve (12) credit hours are required

Mathematics – Six (6) credit hours required

Writing – Six (6) credit hours required: ENG101, College Composition and ENG201, Disciplinary Composition

Upper-Level General Education – Six (6) credit hours required: 300-level or above

Pathways with curriculum schedule
While no particular progress pathway exists for all general education courses, most courses possess at least one prerequisite that must be completed; these include ENG, MAT, and BIO; as well as all upper-division general education courses. Lower-level courses that do have a prerequisite are often taken during any of the early terms before progressing to the upper-level and a major area of study: ART, HST, HUM, POL, PSY, SOC, etc.

Progression requirements
Students progress in general education with the help of their Year 1 advisor and faculty mentor. Ideally, students will complete all lower-level general education courses during their first two years at Methodist College.

Discipline-specific policies
All students taking classes from the Division of Arts and Sciences must follow College-wide policies for laptop utilization, learning management software, and email. All other applications are determined by discipline-specific faculty teaching in those courses.

Arts and Sciences Grading Scale
The Arts and Sciences Division at Methodist College uses the conventional general education grading scale.

90+ = A  
89-80 = B  
79-70 = C  
69-60 = D  
59 = F
The Department of Career Pathways and Continuing Education (CP/CE) provides educational programming in healthcare and human service careers, continuing education units to a variety of professionals, and diverse learning opportunities to our community.

Students receive the coursework and practical experience in CP/CE programs in order to obtain certifications qualifying them for healthcare positions available in a variety of settings. Methodist College is currently developing several certificates in the healthcare and human service fields. The College currently offers three certificates: Nursing Assistant (NA), Medical Assistant (MA) and Gerontology. The Nursing Assistant and Medical Assistant certificates prepare students for entry-level positions. Both programs offer exposure to the healthcare field which may lead to pursuing a baccalaureate degree in nursing or health sciences. Healthcare professionals who have attained a baccalaureate degree (or are currently pursuing a baccalaureate degree) can complete the Certificate in Gerontology to develop the knowledge, skills and attitudes conducive to serving geriatric clients.

**Nursing Assistant Program (NA)**

Description: Students will be prepared to deliver patient care on a team led by a registered nurse (RN) or a licensed practical nurse (LPN) in a patient care environment, including hospitals, extended care facilities, home care agencies, and other related organizations. Students study simple body structure and function, normal growth and development, principles of infection control, disease processes, and medical terminology. The student receives skills training in patient-nursing assistant relationships; taking and recording vital signs; bathing, feeding, dressing, and transporting patients in hospitals and nursing homes; and cardiopulmonary resuscitation. The program also provides advanced skills training in catheter care, range of motion, bowel and bladder training, maternal and infant care, admission and discharge procedures and care of the dying.

The Nursing Assistant program includes one course (NA150) delivered over a nine-week period. Students spend 90 clock hours in a classroom, lab, or simulation setting learning theory and clinical skills. The student then spends 45 clock hours in a clinical placement in a hospital and/or local long-term care facility. The students work along-side professional health care providers under the direction of their instructor. The students master the twenty-one skills required of Certified Nursing Assistants while working at the clinical placement site.

**Program outcomes:**

Upon completion of the program, students are eligible to sit for certification as a Certified Nursing Assistant. However, students are only eligible to sit for the certification exam once all fees, tuition and other outstanding balances are paid in full.

**Program Approval:**

The Nursing Assistant program is approved and regulated by the Illinois Department of Public Health (IDPH) as a Basic Nurse Assistant Training Program.
Admission requirements:
- High School diploma or GED or 16 years of age and a student in good standing with a high school GPA of 2.5;
- Minimum eighth (8th) grade reading level determined by meeting admission criteria to any Methodist College baccalaureate program; satisfactory score on the Accuplacer reading exam; or earned transferrable college credit;
- Negative drug screen;
- Immunization records two weeks before program classes begin;
- Criminal Background Check with no disqualifying convictions; and
- Proof of malpractice insurance.

Courses/program requirements
Because the Nursing Assistant program is delivered over a nine-week period, attendance is required mandatory. Instruction missed due to unforeseen circumstances must be completed at the discretion of the instructor. (See syllabus for the detailed Attendance Policy which is strictly enforced.)

The required course to complete the Nursing Assistant program is NA150 Basic Nurse Assistant Training.

Grading Scale:
The Department of Career Pathways and Continuing Education at Methodist College uses the conventional general education grading scale.

90+ = A  
89-80 = B  
79-70 = C  
69-60 = D  
-59 = F

Medical Assistant Program (MA)
Description: The Medical Assistant program prepares a student to work directly with patients and other healthcare professionals in numerous settings. Students will learn how to navigate the healthcare system in order to coordinate patient care. Students develop basic clinical skills and proper patient interaction. Medical Assistants manage administrative responsibilities such as greeting patients, updating medical records and arranging for patient’s appointments with labs and various healthcare providers. Medical Assistants also conduct clinical duties such as basic lab work, preparing patients for procedures, preparing and administering medications and assisting medical personnel.

The Medical Assistant program consists of 46 credit hours. Students can be either full-time or part-time status. Upon completion of the program, students will be eligible to sit for certification as a Certified Medical Assistant through the National Healthcare Association or the American Association of Medical Assistants.

Program outcomes:
The following outcomes are expected of the student in preparation for the certification as a Certified Medical Assistant:
   1. Apply knowledge of anatomy and physiology to provision of patient care
2. Use psychosocial principles to guide holistic patient care
3. Demonstrate knowledge of mathematics in medication calculation
4. Incorporate basic accounting and coding procedures in the management of scenarios regarding patient billing and third party payors
5. Maintain personal and public safety through application of proper infection control protocols
6. Communicate effectively using professional oral and written strategies
7. Create healthcare documentation consistent with the Association for Healthcare Documentation Integrity (AHDI) standards
8. Enact patient care in a manner congruent with legal and ethical principles
9. Skills and knowledge to meet or exceed the competencies of the 11 Content Areas as prescribed by Medical Assisting Education Review Board.

Accreditation:
Accreditation will be sought through the Medical Assisting Education Review Board (MAERB), a Committee on Accreditation that works in collaboration with the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which is the accrediting body. Accreditation can be pursued six months after the first class graduates, which is expected in 2019.

Admission requirements:
Admission to the Medical Assisting program is the same as for Baccalaureate programs at Methodist College.

Pathways with curriculum schedule(s):
The Medical Assistant program is a direct pathway to the Bachelor’s Degree in Nursing (BSN) or the Bachelor’s Degree in Health Sciences (BSHS). If students so choose to pursue a BSN or a BSHS, twenty credits from the Medical Assistant program may transfer including: BIO101, BIO102, ENG101, PSY101, HS200, BH200 and N120. Required courses included:

- HS100 Medical Terminology
- BIO101 Anatomy & Physiology I*
- BIO102 Anatomy & Physiology II*
- ACT101 Financial Accounting and Health Care
- PSY101 Psychological Inquiry & Applications*
- ENG101 College Composition*
- HS200 Introduction to Informatics for Healthcare Professionals*
- BH200 Holistic Healthcare
- N120 Concepts of Health and Healthcare*
- MA110 Foundations of Medical Assisting
- MA150 Foundations of Clinical and Lab Procedures in Medical Assisting I
- MA190 Foundations of Clinical and Lab Procedures in Medical Assisting II
- MA200 Administrative Medical Assisting
- MA210 Procedural and Diagnostic Coding and Reimbursement in Medical Assisting
- MA240 Medical Assisting Practicum

*These courses require a final grade of C or higher to earn credit in the Nursing program

Progression requirements:
A final grade of D is acceptable in this program. If a final grade of F is earned, then the course can be repeated once and a final grade of C must be earned on the course repeat. Two final grades of F constitute dismissal from the program. NOTE: Students who wish to use courses in
completion of the BSN or BSHS degree must earn a C or greater in their courses with a HS, ACT, BIO, PSY, ENG, or N prefix.

**Grading Scale:** Standard Methodist College Grading Scale

**Gerontology Certificate**

Description: The Gerontology Certificate Program at Methodist College is designed for individuals who wish to develop careers in the field of aging, those already employed or active in gerontology or related fields who wish to enhance their career paths, and those seeking challenging and meaningful career changes in response to new opportunities created by an aging society. Geriatric care providers seek to provide individuals with appropriate assistance, intervention and utilization of resources to promote the highest level of self-care and independence attainable within the context of wellness. Geriatric care providers are committed to collaborating with the older adult within an environment of mutual respect and mutual decision-making.

The Gerontology Certificate can be completed alone or can be embedded in a student’s current academic plan toward completion of a Bachelor’s in Nursing (BSN), a Bachelor’s in Health Science (BSHS), or a Bachelor’s in Social Work (BSW).

The Gerontology Certificate programs consists of 14 credit hours. Students can maintain either full-time or part-time status.

**Program Outcomes:**

Upon completion of the Gerontology Certificate program the student will be able to:

1. Relate normal age-related physiologic changes to alterations in common body functions.
2. Investigate various service models designed to meet the needs of aging clients.
3. Analyze the influence of ethnic and cultural factors on older adult behavior.
4. Integrate health and wellness promotion concepts associated with aging into community settings.
5. Explore the psychosocial implications of life transitions to the process of aging.
6. Customize the response of an agency to the biophysical/cultural dimension of an aging population.

**Admission requirements:**

1. Completion of a minimum of an associate degree in healthcare, human services or a related field is required for admission.
2. Be enrolled in good standing in a bachelor of science degree program at Methodist College and must have completed a minimum of 45 credit hours of 100 and 200 degree required courses.
3. Submit a completed “Intent to Enroll in Gerontology Certificate Program,” application while concurrently enrolled in the Bachelor of Science in Nursing degree program, the Bachelor of Science in Social Work degree program, or the Bachelor of Science in Health Sciences degree program.
4. Meet with faculty advisor prior to semester registration in which plan to register for Gerontology 300.
5. Meet with the Chair of Career Pathways/Continuing Education a semester prior to taking GER350 to arrange for a practicum/internship site.
6. Register for classes. Students may progress through the four courses in Gerontology, adhering to pre- and/or co-requisites, in any semester. Students are not required to take the courses in consecutive semesters.

Required courses for the certificate are:
GER300 Biophysical Aspects of Aging:
   Health Promotion and Wellness in Older Clients (4 Credit Hours)
   Pre-Requisite: Admission to the College

One Elective Course in Psychosocial Gerontology
GER310 Social Gerontology: A Multidisciplinary Approach (3 Credit Hours)
   Pre/Co-Requisite GER300
PSY303 Death and Dying (3 Credit Hours)
   Pre-Requisite: PSY101
PSY302 Adult Development and Aging (3 Credit Hours)
   Pre-Requisite: PSY101

One Elective Course in Clinical Gerontology
GER320 Aging and Mental Health (3 Credit Hours)
   Pre-Requisite: GER300 and GER310
PSY301 Abnormal Psychology (3 Credit Hours)
   Pre-Requisite: PSY101

Required
GER350 Independent Project/Practicum in Gerontology (4 Credit Hours)
   Pre/Co-Requisite: GER 320

Progression requirements:
1. Completion and submission of an Intent to Complete Certificate Requirements form to the Registrar within the first 2 weeks of the final semester of study.
2. Satisfactory completion of all courses within the curriculum with a grade of C or better.

Grading Scale:
Standard Methodist College Grading Scale
Department of Health Science
Chair: Terence Hodges, DHS, MEd, MA, CHES

The purpose of the Health Science department is to prepare undergraduate students to be compassionate professionals in human services fields, particularly where health care management, leadership, and behavioral healthcare skills are needed.

All Health Science degree programs are built upon a foundation of Arts & Sciences, including the physical and life sciences, humanities, arts, social sciences, English, communication and mathematics. As students progress through their majors of study, they build upon the solid foundation provided by the arts and sciences core courses and expand their knowledge, skills, and attitudes through analysis and application in their selected major.

The Department of Health Science represents the Bachelor of Science in Health Science (BSHS) degree programs. The BSHS degree has two separate concentrations: Behavioral Healthcare and Health Care Management and Administration (122 credit hours). The department also offers a degree completion program with an emphasis in Leadership (120 credit hours) to individuals with a two-year AAS degree or 30 credit hours in relevant healthcare coursework.

Accreditation
All programs offered within the Department of Health Science are accredited by the Higher Learning Commission.

Admission requirements
Admission requirements for the Health Science Department degree programs are the same as the undergraduate College admission requirements found earlier in this catalog.

BSHS – Core Outcomes:

Core outcomes across BSHS degree programs:

1. Demonstrate ethical decision making across healthcare continuums
2. Perform as an effective member of a diverse community of practitioners and modalities of healthcare
3. Navigate healthcare systems to effect outcomes

Degree Programs Descriptions

Bachelor of Science Health Science (BSHS)

As described above, the BSHS has a foundation of study in the Arts & Sciences. In addition to the core Arts & Sciences requirements, each concentration (Behavioral Healthcare or Health Care Administration and Management) of the BSHS degree also share approximately 21 credit hours of Health Science core. The courses in the core of the BSHS are listed below:
### BSHS Core Courses (required for all concentrations)

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS304</td>
<td>Transcultural Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HS305</td>
<td>Health and Healthcare Systems</td>
<td>3</td>
</tr>
<tr>
<td>HS310</td>
<td>Research in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HS320</td>
<td>Law and Ethics in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HS410</td>
<td>Evidence-based Practice in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>HS429</td>
<td>Collaboration and Management</td>
<td>3</td>
</tr>
<tr>
<td>HS431</td>
<td>Health Policy and Professional Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours BSHS Core</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### The BSHS – Behavioral Healthcare concentration (43 Credit Hours in concentration)

(Admission to the Behavioral Healthcare concentration has been temporarily suspended)

The **Behavioral Healthcare concentration** prepares students to work in primary acute care and restorative or rehabilitation facilities to pursue professional careers involving crisis stabilization, case management, counseling, psychosocial rehabilitation, health coaching and other services in a variety of community agencies and healthcare institutions. The program also prepares graduates for advanced degree studies. Professionals employed in behavioral healthcare work with clients individually and in group sessions. They teach clients how to cope with stress and life’s problems in ways that help them recover. Furthermore, they help clients rebuild professional relationships and, if necessary, reestablish their career. They also help clients improve their personal relationships with family and friends. Behavioral health counselors may work with psychiatrists, social workers, physicians, and registered nurses to develop treatment plans and coordinate care for patients. Others work with specific populations such as teenagers, veterans, or people with disabilities. Some specialize in crisis intervention: these counselors step in when someone is endangering his or her own life or the lives of others. Other counselors specialize in non-crisis interventions, which encourage a person with addictions or other behavioral health issues to get help.

### Program outcomes

**Behavioral Healthcare Learning Outcomes:**

This BSHS concentration prepares students to:

1. Facilitate relational competencies with client within individual, group, and community levels of practice
2. Demonstrate screening, assessment, and referral at micro, mezzo, and macro level
3. Navigate healthcare systems to effect unit outcomes.

### Pathways with curriculum schedule(s)

**Bachelor of Science in Health Science**

**Concentration: Behavioral Healthcare**

<table>
<thead>
<tr>
<th>Curricular Content</th>
<th>Credit Hours Required</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses, Arts &amp; Sciences</td>
<td>6</td>
<td>ENG101, ENG102</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>COM101</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>Course Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Life and Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>MAT101, MAT201</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PSY101</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SOC101</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PSY201</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PSY302</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>POL101 or PHL101</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Humanities Core Requirement (3 credits)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fine Arts Core Requirement (3 credits)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Medical Terminology (1 credit)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS200 (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Upper Level Arts & Sciences courses**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>PSY301, PSY400</td>
</tr>
</tbody>
</table>

**TOTAL Arts & Sciences Credit Hours**

| 58 |

**Required Health Sciences Core**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>HS304 Transcultural Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS305 Health and Healthcare Systems</td>
</tr>
<tr>
<td>3</td>
<td>HS310 Research in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS320 Law and Ethics in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS431 Health Policy and Professional Leadership</td>
</tr>
<tr>
<td>3</td>
<td>HS410 Evidence-based Practice in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS429 Collaboration and Management</td>
</tr>
</tbody>
</table>

**Total Health Science Core Credit Hours**

| 21 |

**Behavioral Healthcare Concentration Specific Courses**

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>BH200 Holistic Health and Healthcare</td>
</tr>
<tr>
<td>2</td>
<td>BH301 Behavioral Health and Illness</td>
</tr>
<tr>
<td>2</td>
<td>BH305 Addictive Behaviors</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>Course Title and Description</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>BH302 Behavioral Health Across the Lifespan</td>
</tr>
<tr>
<td>3 theory</td>
<td>BH321 Assessment and Treatment in Behavioral Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>BH312 Psychopharmacology</td>
</tr>
<tr>
<td>1</td>
<td>BH311 Psychopharmacology</td>
</tr>
<tr>
<td>3 theory</td>
<td>BH325 Co-morbidities and Behavioral Health</td>
</tr>
<tr>
<td>3</td>
<td>BH320 Foundations of Counseling and Psychotherapy</td>
</tr>
<tr>
<td>3 theory</td>
<td>BH334 Case Management</td>
</tr>
<tr>
<td>4 theory</td>
<td>BH330 Counseling Techniques</td>
</tr>
<tr>
<td>4 theory</td>
<td>BH335 Group Counseling</td>
</tr>
<tr>
<td>2 theory</td>
<td>BH410 Crisis Intervention and Management</td>
</tr>
<tr>
<td>6</td>
<td>BH455 Practicum Field Experience</td>
</tr>
<tr>
<td>4</td>
<td>BH490 Special Topics Seminar</td>
</tr>
</tbody>
</table>

| Total Concentration Credit Hours | 43 |
| Total Health Sciences Core Credit Hours | 21 |
| Total Arts & Sciences Credit Hours | 58 |
| Total Degree Credit Hours | 122 |

**Program Structure**

**Sample Curriculum Plan—Full time study**

**BSHS - Behavioral Health Care**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term</td>
<td>Spring term</td>
</tr>
<tr>
<td>3 ENG101</td>
<td>3 ENG201</td>
</tr>
<tr>
<td>4 BIO101</td>
<td>4 BIO102</td>
</tr>
<tr>
<td>3 PSY101</td>
<td>3 MAT101</td>
</tr>
<tr>
<td>3 Humanities Core Requirement</td>
<td>3 SOC101</td>
</tr>
<tr>
<td>1 HS100 (Medical Terminology)</td>
<td>3 PHL101 or POL101</td>
</tr>
<tr>
<td>Semester Total=14 Credit Hours</td>
<td>Semester Total=16 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>Spring Term</td>
</tr>
<tr>
<td>Year Three</td>
<td>Year Three</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Fall Term</strong></td>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td>3 HS304 (Transcultural Health Care)</td>
<td>3 HS320 (Law and Ethics in Health Care)</td>
</tr>
<tr>
<td>3 PSY301 (Abnormal Psychology)</td>
<td>3 BH321 (Assessment and Treatment in Behavioral Healthcare)</td>
</tr>
<tr>
<td>3 BH312 (Psychopharmacology)</td>
<td>4 BH330 (Counseling Techniques)</td>
</tr>
<tr>
<td>2 BH305 (Addictive Behaviors)</td>
<td>3 PSY400 (Health Psychology)</td>
</tr>
<tr>
<td>3 BH302 (Behavioral Health across the Lifespan)</td>
<td>Semester Total= 13 Credit Hours</td>
</tr>
<tr>
<td>3 BH320 (Foundations of Counseling and Therapy)</td>
<td></td>
</tr>
<tr>
<td>Semester Total= 17 Credit Hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td><strong>Spring Term</strong></td>
</tr>
<tr>
<td>3 BH325 (Co-morbidities and Behavioral Health)</td>
<td>3 HS429 (Collaboration and Management in Health Care)</td>
</tr>
<tr>
<td>3 BH334 (Case Management)</td>
<td>3 HS431 (Health Policy and Professional Leadership)</td>
</tr>
<tr>
<td>4 BH335 (Group Counseling)</td>
<td>6 BH455 (Practicum/Field Experience)</td>
</tr>
<tr>
<td>2 BH410 (Crisis Intervention and Management)</td>
<td>3 BH490 (Special Topics Seminar)</td>
</tr>
<tr>
<td>3 HS410 (Evidence-Based Practice in Health Care)</td>
<td>Semester Total=15 Credit Hours</td>
</tr>
<tr>
<td>Semester Total=15 Credit Hours</td>
<td></td>
</tr>
</tbody>
</table>

Courses/program requirements/Curriculum Upper/Lower Level

The BSHS - Health Care Administration and Management Concentration (43 Credit Hours in concentration)

The BSHS - Health Care Administration and Management concentration prepares students who desire to become leaders and managers within healthcare organizations as well as to prepare them for graduate level degree education. The curriculum provides insight into administrative practices including supervision, strategic planning, and change management, as well as quality assurance, policy and fiscal responsibility. Health care ethics, client rights and safety and regulatory compliance are also addressed within the curriculum. All students will have a culminating project designed to enhance their knowledge and skills in the role of research and its relation to health care delivery or health care administration.
BSHS - Healthcare Administration and Management Learning Outcomes:
This BSHS concentration prepares students to:
1. Direct, plan, and lead a healthcare intervention or modality
2. Demonstrate effective leadership skills
3. Navigate healthcare systems to effect unit outcomes

BSHS Healthcare Administration and Management Concentration Program Summary
Arts and Sciences Core Courses: 58 semester Credit Hours +
Health Sciences Core Courses: 21 semester Credit Hours +
Healthcare Administration and Management Concentration: 43 semester Credit Hours
Total Degree Credit Hours: 122 semester Credit Hours

Bachelor of Science in Health Science
Concentration: Healthcare Administration and Management

<table>
<thead>
<tr>
<th>Curricular Content</th>
<th>BSHS – Healthcare Administration and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses, Arts &amp; Sciences</td>
<td>Credit Hours Required</td>
</tr>
<tr>
<td>Core Courses, Arts &amp; Sciences</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Arts &amp; Sciences courses</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL Arts &amp; Sciences Credit Hours</td>
<td>58</td>
</tr>
<tr>
<td>Required Health Sciences Core</td>
<td>ALL BSHS Concentrations</td>
</tr>
<tr>
<td>Curricular Content</td>
<td>Credit Hours Required</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>3</td>
<td>HS304 Transcultural Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS305 Health and Healthcare Systems</td>
</tr>
<tr>
<td>3</td>
<td>HS310 Research in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS320 Law and Ethics in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS431 Health Policy and Professional Leadership</td>
</tr>
<tr>
<td>3</td>
<td>HS410 Evidence-based Practice in Healthcare</td>
</tr>
<tr>
<td>3</td>
<td>HS429 Collaboration and Management</td>
</tr>
<tr>
<td><strong>Total Health Science Core Credit Hours</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

### Healthcare Administration and Management Concentration Courses

<table>
<thead>
<tr>
<th>Curricular Content</th>
<th>Credit Hours Required</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>HS311 Trends and Reform in Healthcare</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS312 Principles of Management in Healthcare</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS321 Strategic Management in Healthcare</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS330 Quality Assurance and Financial Management</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS420 Education in Health and Healthcare</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS425 Operations Management in Healthcare</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS432 Primary, Secondary and Tertiary Healthcare</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>HS440 Leadership for Healthcare Professionals</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>HS455 Management Internship I</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>HS456 Management Internship II</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>HS457 Management Internship III</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>HS490 Special Topics Seminar</td>
<td></td>
</tr>
<tr>
<td><strong>Total Concentration Credit Hours</strong></td>
<td><strong>43</strong></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Total Health Sciences Core Credit Hours</strong> | <strong>21</strong> |</p>
<table>
<thead>
<tr>
<th>Total Arts &amp; Sciences Credit Hours</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Degree Credit Hours</td>
<td>122</td>
</tr>
</tbody>
</table>

### Program Structure

#### Sample Curriculum Plan—Full time study

**BSHS Healthcare Administration and Management (4-Year Program)**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>Spring term</td>
</tr>
<tr>
<td>3 ENG101</td>
<td>3 ENG201</td>
</tr>
<tr>
<td>4 BIO101</td>
<td>4 BIO102</td>
</tr>
<tr>
<td>3 PSY101</td>
<td>3 MAT101</td>
</tr>
<tr>
<td>3 PHL101</td>
<td>3 POL101</td>
</tr>
<tr>
<td>3 SOC101</td>
<td>3 ECN101</td>
</tr>
<tr>
<td>Semester Total=16 Credit Hours</td>
<td>Semester Total=16 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>Spring Term</td>
</tr>
<tr>
<td>4 BIO201</td>
<td>3 ACT101</td>
</tr>
<tr>
<td>3 MAT201</td>
<td>3 HS305 (Health and Health Care Systems)</td>
</tr>
<tr>
<td>3 COM101</td>
<td>3 HS310 (Research in Health Care)</td>
</tr>
<tr>
<td>3 HS200 (Informatics in Healthcare)</td>
<td>3 HS304 (Transcultural Healthcare)</td>
</tr>
<tr>
<td>3 Fine Arts Core Requirement</td>
<td>1 HS100 (Medical Terminology)</td>
</tr>
<tr>
<td>Semester Total=16 Credit Hours</td>
<td>3 PSY310 (Organizational Behavior)</td>
</tr>
<tr>
<td></td>
<td>Semester Total=16 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>Spring Term</td>
</tr>
<tr>
<td>2 HS311 (Trends and Reform in Healthcare)</td>
<td>3 HS321 (Strategic Management in Healthcare)</td>
</tr>
<tr>
<td>3 HS312 (Principles of Management in Healthcare)</td>
<td>3 HS420 (Education in Health and Healthcare)</td>
</tr>
<tr>
<td>3 HS320 (Law and Ethics in Healthcare)</td>
<td>3 HS425 (Operations Management in Healthcare)</td>
</tr>
<tr>
<td>3 HS330 (Quality Assurance and Financial Management)</td>
<td>6 HS455 (Internship I)</td>
</tr>
<tr>
<td>3 SOC400 (Social, Economic and Political Influences on Healthcare)</td>
<td>Semester Total= 15 Credit Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Four</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term</td>
<td>Spring Term</td>
</tr>
<tr>
<td>3 HS429 (Collaboration and Management in Health Care)</td>
<td>3 HS432 (Primary, Secondary and Tertiary Healthcare)</td>
</tr>
<tr>
<td>3 HS431 (Health Policy and Professional Leadership)</td>
<td>3 HS440 (Leadership for Healthcare Professionals)</td>
</tr>
<tr>
<td>3 HS410 (Evidence-Based Practice in Health Care)</td>
<td>6 HS457 (Internship III)</td>
</tr>
<tr>
<td>6 HS456 (Internship II)</td>
<td>2 HS490(Special Topics Seminar)</td>
</tr>
<tr>
<td>Semester Total=15 Credit Hours</td>
<td>Semester Total=14 Credit Hours</td>
</tr>
</tbody>
</table>
The Bachelor of Science in Health Science with an emphasis in Leadership is a degree completion program that meets the needs of adult learners who want to assume leadership roles within health care organizations. As previously mentioned, this program was designed for graduates of two-year AAS degrees or 30 credit hours in healthcare coursework. It is ideal for medical assistants, respiratory therapists, diagnostic sonographers, registered health information technicians, physical therapy assistants, occupational therapy assistants, and other healthcare professionals.

The BSHS completion program is offered in several formats to meet the needs of adult learners including online, hybrid, evenings, and weekends.

The BSHS completion degree program also provides a curriculum in areas of general leadership such as interpersonal communication, team building, and change strategies. It also provides specific curriculum in healthcare topics such as informatics in healthcare, healthcare management, and financial management.

The BSHS emphasis in leadership differs from the concentration in healthcare management and administration in admission, internship, and credit hour requirements.

### Bachelor of Science in Health Science Completion Program

<table>
<thead>
<tr>
<th>Curricular Content</th>
<th>BSHS - Completion Program</th>
<th>Credit Hours Required</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses, Arts &amp; Sciences</td>
<td></td>
<td>3</td>
<td>ENG 250</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>MATH 150</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>One upper level general education course</td>
</tr>
<tr>
<td>TOTAL Arts &amp; Sciences Core</td>
<td></td>
<td>47</td>
<td>Other general education courses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>56</td>
<td></td>
</tr>
</tbody>
</table>

### BSHS - Completion Program: Emphasis in Leadership

<table>
<thead>
<tr>
<th>Curricular Content</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours Required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 HS100 Medical Terminology</td>
</tr>
<tr>
<td></td>
<td>3 HS200 Informatics in Healthcare</td>
</tr>
<tr>
<td></td>
<td>3 HS301 Law and Ethics in Health Care</td>
</tr>
<tr>
<td></td>
<td>Credits</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

**Emphasis: Leadership**

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

Total Transfer Credit Hours (healthcare relevant Course work or AAS) 30

Credits for General Education Courses must include ENG 250 and MATH 150 and one upper level General Education Course 56

Total Degree Program Completion Hours 120

**Grading Scale**
The Human Services Department at Methodist College uses the conventional general education grading scale.

90+ = A  
89-80 = B  
79-70 = C  
69-60 = D  
-59 = F

**Division of Nursing**
Dean: Pam Ferguson PhD, MSN, BSN, RN-BC, CNE
Undergraduate Nursing Program Philosophy
Methodist College prepares the baccalaureate graduate to practice as a professional nurse generalist, independently and collaboratively with other health professionals, in order to promote health, prevent disease, and to attain, maintain, or restore wellness. The comprehensive education program serves as a foundation for both holistic nursing practice and life-long learning. Members of Methodist College are guided by the values that enhance nursing care and nursing practice: Social Justice, Inquiry, Human Dignity, and Integrity. The philosophy guides faculty and nursing students in beliefs about major concepts in nursing and nursing education, the complexity of the healthcare environment, and the influence of external and internal systems on human functioning. The conceptual basis of the philosophy is further defined to provide clarity and to promote understanding as a cognitive model for educating professional nurses in the 21st century.

Person
The person is a unique composite of innate and learned characteristics with five dimensions of being: Physiological, psychological, sociocultural, developmental, and spiritual. The person possesses self-determination and free will. The person is a holistic system consisting of a dynamic composite of interrelationships of all five dimensions that influence and are influenced through constant interaction with the internal and external environments. The person is a participant in healthcare and education.

Environment
The environment constitutes all internal and external conditions and stimuli, circumstances and influences surrounding and affecting the person. The relationship between the person and environment is constant and reciprocal. As the person changes so does the response to the stimuli of the internal and external environment.

Health
Health is a dynamic state of well-being experienced on a continuum ranging from optimal health to death. A reciprocal interaction exists between a person and the internal and external environments to produce a state of health. Health fluctuates across the person’s lifespan from a state of optimal wellness when all needs are met to an alteration in health with unmet needs. Alterations in health are manifested within the five dimensions across changes in functional health patterns.

Functionality and Health
The use of living systems theory is fundamental to the metaparadigm of nursing, client, environment and health. Living systems, from individual cells to physiological systems to individuals and groups, demonstrate behavior. Behavior is defined as a response to stimulation from either the internal or external environment. Behavior, the way in which something functions (Merriam-Webster Dictionary), can be subjective or objectively assessed. Thus, human systems possess functionality. Because human systems are in constant interaction with environmental stimuli, both internal and external, functionality is expressed and determined by behavioral response to stimuli. The response can be on a cellular level or on a global societal level and anywhere in between.

The Profession of Nursing
The faculty believes that the entry level into professional nursing practice is the Bachelor of Science Degree in Nursing. The discipline of nursing is both an art and a science. Nursing is a learned profession whose members are capable of responding to a variety of health care needs of the client system, defined as individuals, families, groups, and communities. The professional nurse is guided by a code of ethics and professional standards of practice. Nurses are afforded the privilege to participate in an individual’s most intimate and significant moments, from birth through death.

Roles for the baccalaureate generalist nurse are derived from the discipline of nursing and include (1) provider of care, (2) designer/manager/coordinator of care, and (3) member of the profession. Within these roles, professional nursing includes being an educator, a communicator and an advocate. Professional nursing development involves personal integration of professional values, attitudes and expectations. The professional nurse is accountable for the acquisition of knowledge, responsibility for one’s self and practice, to demonstrate legal and ethical behaviors, standards of practice, and commitment toward the advancement of the body of knowledge within nursing and healthcare. The professional nurse demonstrates a commitment to lifelong learning through formal and/or informal learning.

Nursing Care
The nurse focuses on safe and effective client centered care that is culturally appropriate and evidence-based. The nurse uses the nursing process (assessment, analysis, diagnosis, planning, intervention, and evaluation) to provide holistic nursing care in meeting the needs of the client to promote, maintain or restore health. The nurse begins by assessing the client’s functionality using the eleven patterns of functional health (Gordon, 1987). Problem identification and classification of assessment information leads to analysis and determination of an unmet need(s) within one or more functional health patterns. Based on the area of need(s) the nurse then determines a nursing diagnosis to assist an individual, family or group in achieving the highest level of independence and health/wellness by addressing a real, potential, or perceived alteration in a functional health pattern. The planning process focuses on a specific goal(s) determined collaboratively by the nurse, client, and/or client’s family/representative. Interventions are individualized to help the client (individual, family, group, and community) meet the goal(s). Goals and interventions are evaluated and revised as necessary to guide achievement of the client goal(s). The nurse learns this process through nursing education.

Health Systems
Healthcare is a system of society that has perspectives ranging from local to global. The healthcare system is comprised primarily of the sub-systems of consumers, healthcare providers, healthcare funding organizations, and healthcare delivery organizations. The healthcare system interacts with and is impacted by the context in which it is provided. Influential factors include dynamic relationships among institutions and organizations, public policy, economic and political factors, legal and regulatory processes and funding mechanisms.

Healthcare in the 21st century is viewed more commonly from a worldwide or global perspective than ever before. Information and travel technology have served to “shrink” the state, country, and continental perspectives. When considering global perspectives in healthcare, the professional nurse is challenged to understand the environments which have become more diverse and are influenced by information technology, communication, and healthcare management.
Understanding global perspectives includes understanding the impact of individuals and culturally diverse communities upon global health care, recognizing the need for emergency and disaster responsiveness plans at the global level, and the role that advocacy plays in addressing health disparities and social injustice. It is important to examine the mega-system of healthcare to understand the influence of the world on smaller sub-systems of healthcare.

The nursing system is a sub-system of healthcare providers and healthcare organizations. The nursing system is comprised primarily of the sub-systems of practitioners of nursing and support personnel and exists with other multidisciplinary healthcare professionals as part of the larger healthcare system. The nursing system is also influenced by the world, the larger health system, multiple disciplinary professions, professional adaptability, and clients. Nursing is an integral part of all levels and patterns of care, as nurses form the largest number of providers in the healthcare system. (Mosby’s Medical Dictionary, 2009)

Nurse Education
Nursing education is a dynamic process that directs and facilitates learning. Critical inquiry enables the learner to recognize meaningful phenomena, to take appropriate actions in a variety of situations and to interactively evaluate the outcomes of actions. With a focus on critical inquiry, the educational process enables the learner to develop a reflective process which emphasizes creative insight, valuation, and self-realization.

Baccalaureate education is the cornerstone of professional nursing practice. Liberal education provides a broad foundation for the baccalaureate nurse to develop the skills necessary to identify, analyze, and understand the healthcare needs of a diverse population. The baccalaureate nursing education process builds knowledge, skills, and attitudes needed to practice safe, effective, and evidence-based nursing care. The baccalaureate curriculum at Methodist College prepares the professional nurse generalist to be a successful leader in providing holistic care, understanding the healthcare environment, and adapting to meet the challenges of a dynamic world. Through nursing education, the student nurse learns how to function in the nursing system and healthcare system.

The educational process at Methodist College prepares the future professional nurse to function in today’s complex healthcare settings by integrating each concept of our program outcomes. This process begins by assisting students to develop an understanding of self, professional development, and their professional role. Each of these concepts consists of subsets, which further define and guide the educational process. The student, as a self-directed learner, is provided the opportunity to integrate these concepts into their own interpretation of nursing practice.

Nurses possess a capacity to care for those around them. Therefore, nursing education is designed to enhance the ability to care through learning how to develop and exhibit compassion, understanding, and empathy.

Nursing Educator
The students at Methodist College are immersed in an environment in which they are welcomed, supported, and challenged to reach their highest potential. Nursing educators serve as resources, facilitators, mentors, and professional role models. The faculty has an obligation to create an environment that promotes enthusiasm for nursing and learning, acknowledging the diverse nature of how students learn. The faculty believes that we are a community of learners and
scholars – a community that is created in collaboration with students. Holistic development of the educator includes life-long learning, scholarly pursuit, improvement of teaching, self-care, work-life balance, and service to community and others.

Student
The faculty recognizes that students are adult learners and, as such, faculty applies the principles of andragogy in the teaching and learning environment. The teaching/learning environment is developed with the understanding that adult learners are self-directed, have diverse learning experience, and desire education which is relevant to their life goals. Learning is best fostered in a discovery-based environment with collaboration between faculty and students that promotes mutual respect. A student’s holistic growth and development is supported by Methodist College through curricular and extracurricular activities. The successful baccalaureate nursing student is motivated to integrate the professional values, attitudes, and expectations of the professional nurse.

The student also has the opportunity to develop as the professional by participating in direct patient care with other nursing professionals. As the future nurse learns in a safe environment, each student is provided the opportunity to further engage in client care. This allows the students to internalize professional nursing practices, develop their sense of caring, increase nursing knowledge, observe and practice clinical reasoning, and develop a sense of inquiry and creativeness when considering their nursing profession. The student witnesses the use and practice of nursing ethics and practice standards, participates in personal and intimate contact with clients and their families, and continues to develop the sense of the healthcare environment. Critical for nursing professionals today is the need to collaborate and communicate with all healthcare professionals. Nursing care is provided with consideration of contributions and involvement of other healthcare professionals. The student also witnesses the flexibility and adaptability exhibited by nursing professionals.

Teaching and Learning
Within the teaching learning environment, faculty and students participate in educational partnerships that support achievement of professional and program goals. Faculty provides learning opportunities appropriate to student and program outcomes. Faculty members provide guidance and support that reflect the unique learning styles and needs of individuals in an environment that promotes self-growth and career satisfaction. The faculty believes that students learn best in an environment that is interactive, reciprocal, and mutually respectful as well as an environment in which creative, critical, and reflective thinking are encouraged. Environmental feedback is critical to the learning process.

Learning is an interactive, self-engaging process that is as individual as the learner is unique. It is a developmental process that interacts with the learners’ existing knowledge, attitudes and skills, as well as social and emotional experiences. We can infer that the process has affected change by assessment of student outcomes and performance.

The learning philosophy stems from different approaches such as constructivism and cognitive apprenticeship. As students construct their own learning through examination of their own and others’ views, they build new knowledge and a co-constructed understanding. They continue to make connections and create new knowledge as they learn by example from experienced clinicians in nursing “apprenticeships” throughout the curriculum.
Integration of the Nursing Philosophy with the Nursing Program Outcomes

The concepts associated with each program outcome serve to organize all content and skills that the student needs to construct knowledge of nursing and its application. The integration of the concepts with the program outcomes provide a framework for mental structuring and thinking that promotes learning and ensures the student acquires the knowledge, skills, and attitudes required of all professional nurses. The organizing framework ensures that graduates achieve the program outcomes of the Bachelor of Science degree program in nursing. The constructivist process allows students to build upon the knowledge students have gained from the arts and sciences as well as from life experiences. The integration of the beliefs found in the philosophy with the process of learning extends across the curriculum and results in achievement of program outcomes. Inherent in this process is the identification of concepts embedded in the outcomes, the cognitive processes the student uses to develop mastery of the concepts (competence), and the ability to apply the concepts to the practice of nursing. The curriculum provides a defined series of courses constituting a unified whole. The courses thread the concepts throughout the curriculum giving consideration to previously learned knowledge and promotion of new knowledge in a systematic and coherent manner which reflects the constructivist theory of learning.

The faculty identified the program outcomes of the Baccalaureate Degree in Nursing program:

1. **Professional Role Development:**
   The graduate will demonstrate readiness to enact the professional role in nursing.

2. **Providing Holistic Care**
   The graduate will demonstrate integration of evidence-based practice in providing safe, effective, and culturally appropriate nursing care in partnership with a diverse clientele in order to promote health, prevent disease, and to attain, maintain, or restore wellness. Promotion of optimal client outcomes is best accomplished within an environment of respect, caring, and compassion.

3. **Understanding the Healthcare Environment**
   The graduate will be prepared to practice professional nursing in a variety of healthcare systems and contexts, responding to influences and determinants that impact delivery and outcomes of care within institutions, organizations, and agencies.

4. **Adapting to Meet the Challenges of a Dynamic World and Healthcare Environment**
   The graduate will be prepared to practice professional nursing that embodies a spirit of, and commitment to, inquiry and community to continually improve nursing practice, client care, and health delivery systems.

As students construct their own learning through examination of their own and others’ views, they build new knowledge and a co-constructed understanding. They continue to make connections and create new knowledge as they learn by example from experienced clinicians in nursing “apprenticeships” throughout the curriculum.

Nursing is both an art and a science. Nursing care embodies the whole of the concepts delineated in the program outcomes. As an organizing framework, the concepts are used to organize presentation of content and build knowledge within and across courses. Clinical apprenticeships provide the student an opportunity to learn through application of knowledge constructed throughout the curriculum to the practice of nursing.
A basic theoretical foundation to both holistic nursing and holistic nursing education is general systems theory. As a trans-disciplinary, inter-disciplinary, and multi-perspectival domain, general systems theory brings together principles and concepts from many disciplines. Systems theory thus serves as a bridge for inter-disciplinary dialogue between autonomous areas of study as well as within the area of systems science itself.

In this context the word “systems” is used to refer specifically to living, self-regulating systems that are self-correcting through feedback. Self-regulating systems are found in nature, including the physiological systems of our body, in local and global ecosystems, and in human learning processes. Systems theory also applies to organizations such as those found within communities and the healthcare system. In organizations, systems consist of people, structures, and processes that work together to make an organization healthy or unhealthy. The use of systems theory is fundamental to the metaparadigm of nursing, client, environment, and health. Living systems, from individual cells to physiological systems to individuals and groups, demonstrate behavior. Behavior is defined as a response to stimulation from either the internal or external environment. Behavior is the way in which something functions. (Merriam-Webster Dictionary) Thus, human systems possess functionality. Because human systems are in constant interaction with environmental stimuli, both internal and external, functionality is determined by behavioral response to stimuli.

Systems thinking is the process of understanding how things influence one another within a whole. Systems thinking has been defined as an approach to problem solving, by viewing “problems” as part of an overall system, rather than reacting to specific parts, outcomes or events and potentially contributing to further development of unintended consequences. Systems thinking is not one thing but a set of habits or practices within a framework that is based on the belief that the component part of a system can best be understood in the context of relationships with each other and other systems, rather than in isolation. Systems thinking focuses on cyclical rather than linear cause and effect. The framework through which nurses employ systems thinking is the nursing process.

The nursing process is a six step systematic method of problem solving and a deliberate and organized means of providing safe and effective nursing care to a client system, whether it be an individual, a family, a group, or a community. The component parts of the nursing process are assessment, analysis/interpretation, nursing diagnosis, planning, implementation and evaluation. It is a cyclical process consistent with systems thinking and supported by systems theory. The purpose of nursing care is to prevent alterations in health, maintain health or restore the health of a client to an optimal level of wellness in which the client can be as independent as possible (within a developmental framework) in the care of self. Wellness is a state of functional being on the health continuum and is influenced by the interaction of the environment (internal and external stimuli) upon or within one or more of the five dimensions or subsystems of humanness which constitute an integrated whole. The five dimensions are physiological, psychological, sociocultural, developmental, and spiritual.

All human needs are found within the dimensions, whether the client is an individual, a family, a group, or a community. Needs are expressed through functionality. The five dimensions and associated needs comprise an integrated whole. Therefore, an unmet need in a subsystem can result in alterations in functioning in other subsystems. An unmet need is the antecedent of nursing care; therefore, the nurse must conduct a systematic assessment of the client to identify
the unmet need(s) within the five dimensions. Unmet needs can be actual, potential or perceived. Since the unmet needs are observable as alterations in function (response to stimuli), the nurse can employ the eleven functional health patterns as identified by Marjorie Gordon (1987). The eleven functional health patterns comprise a framework through which the nurse can comprehensively and systematically collect objective and subjective assessment data related to the five dimensions.

Once an assessment is completed and the alterations in function are identified, the nurse analyzes and interprets the assessment data to identify unmet needs (response to stimuli). Nursing diagnoses are then established as actual, risk or wellness related. The nursing diagnoses provide direction for planning nursing interventions. Priority is established among the nursing diagnoses based on a relevant priority setting framework.

Once the nursing diagnoses are established and priorities identified, the nurse is ready to plan nursing care by setting short and long term goals to promote health, maintain health, or restore health. Interventions are designed and selected to meet the established goals as they relate to the nursing diagnoses and unmet needs (response to stimuli). Interventions are designed to either modify a stimulus or modify the human response to stimuli. Interventions may be implemented independently, dependently, or interdependently. Independent nursing interventions are those that derive from the science of nursing and may be implemented independently, without prescription from another health professional. Dependent interventions are those that are prescribed or ordered by another healthcare professional (physician, nurse practitioner, or physician’s assistant) for implementation by the nurse. Interdependent interventions are those that are implemented through a collaborative plan of action with other healthcare professionals and/or client. During and/or following implementation of the nursing plan of care, the nurse evaluates the effectiveness of each intervention in meeting the stated goal. If the intervention is determined to be ineffective, the plan of care is modified to select alternative interventions to achieve the same goal. If the goal is unattainable or no longer appropriate, the goal is revised with identification of interventions consistent with the goal. Thus, the process is cyclical, consistent with systems thinking.

Description of Program

Four-Year Pre-Licensure BSN
General Information
The Four-Year Degree program (122 cumulative credit hours) is designed for anyone who is interested in earning a Bachelor of Science in nursing degree. Courses for this degree have been developed to prepare the BSN registered nurse to fulfill standards set forth by The Essentials of Baccalaureate Education for Professional Nursing Practice.

The Four-Year Bachelor of Science in Nursing degree is a traditional college degree. The student enrolls in this program at Methodist College and takes both the general education and nursing courses required for the degree. Once enrolled at Methodist College in this program, both the general education and nursing courses required for the degree must be completed at Methodist College.

Initially upon entry as a freshman the student will take more general education courses than nursing courses; however, he/she will also take nursing courses. As the student progresses to the
junior level of study, he/she will be taking more nursing courses than general education courses. Upon completion of the required 122 credits, the Bachelor of Science in Nursing degree will be awarded and the graduate will then be qualified to sit for the state licensing exam known as the NCLEX-RN. Upon passing this exam, the graduate will be licensed as a Registered Nurse or "RN".

Students may enter this program directly from high school or as transfer students. Students with college credits will have those credits evaluated as to their transferability into the Methodist College BSN program. The student will then be placed in the program accordingly. Completion of this BSN program is contingent on credit hours completed per semester and/or number of transfer credits applied and sequencing of clinical courses.

Students entering or transferring into this program will be able to attend full time or part time. Courses are offered in multiple formats including online, blended, and standard.

- **If attending full time** – the degree may be completed in eight consecutive semesters, including summers.
- **If attending part time** – the student may take up to seven years to complete the degree.

**RN to BSN Completion**

**General Information**
The RN to BSN Completion program (120 cumulative credit hours) is designed for anyone who is interested in earning a Bachelor of Science in Nursing degree that has already completed an associate’s degree in nursing or a diploma degree in nursing and holding a current registered nurse license. Courses for this degree have been developed to prepare the BSN registered nurse to fulfill standards set forth by *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Once enrolled at Methodist College in this program, both the general education and nursing courses required for the degree must be completed at Methodist College. All courses in the RN to BSN program are offered in the online environment. RN to BSN students may need to complete other degree requirement that are offered in multiple formats, i.e. blended, online, and/or in-seat.

Students entering into this program will be able to attend full time or part time:
Courses are offered in multiple formats including online, blended, and standard.

- **If attending full time** – the degree may be completed in eight consecutive semesters, including summers.
- **If attending part time** – the student may take up to seven years to complete the degree.

**Second Degree Accelerated Pre-Licensure BSN**

**General Information**
The Second Degree Accelerated program (120 cumulative credit hours) is designed for anyone who is interested in earning a Bachelor of Science in Nursing degree that has already completed a bachelor’s of arts or science degree and has completed all required pre-requisite courses. Courses for this degree have been developed to prepare the BSN registered nurse to fulfill standards set forth by *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Once enrolled at Methodist College in this program, both the general education and nursing courses required for the degree must be completed at Methodist College. All courses in the Second Degree program are offered during evening and weekend hours. Second-Degree
students may need to complete other degree requirement that are offered in multiple formats, i.e. blended, online, and/or in-seat.

Students entering or transferring into this program will be able to attend full time or part time: Courses are offered in multiple formats including online, blended, and standard.

- If attending full time – the degree may be completed in eight consecutive semesters, including summers.
- If attending part time – the student may take up to seven years to complete the degree.

Accreditation
The College’s baccalaureate nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). The CCNE is an autonomous accrediting agency that contributes to the improvement of the public’s health by ensuring the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE accreditation is a nongovernmental peer review process that operates in accordance with nationally recognized standards established for the practice of accreditations in the United States. Methodist College hosted a full accreditation visit fall 2014 and was awarded a 10-year accreditation status through June 30, 2025 for the baccalaureate pre-licensure, accelerated pre-licensure, and RN to BSN nursing degrees. Visit the CCNE website for information on accreditation: http://www.aacn.nche.edu/ccne-accreditation

Student Nursing Organizations
Student Nurses’ Association (SNA)
Methodist College SNA serves as the local chapter of the National Student Nurses’ Association. There are a variety of opportunities for students to develop themselves as both leaders and future professional nurses. The SNA meets regularly throughout the academic year and invites new students to attend a meeting for an introduction to the SNA.

Sigma Theta Tau Honor Society
Sigma Theta Tau International (STTI) is the only worldwide International Honor Society of Nursing. STTI promotes global health through nursing knowledge, scholarship, and a commitment to professional development. The Methodist College Phi Phi chapter is one of 486 existing STTI chapters with members in more than 90 countries.

It is both an honor and a privilege to be a member of an organization that represents excellence in nursing. Membership is by invitation and is extended to baccalaureate prepared nursing students as they near program completion based on individual achievement and leadership abilities. For more about this outstanding organization and its support of the advancement of nursing, visit the website at http://www.nursingsociety.org.

Admission Requirements
Students who are applying for the Pre-Licensure Bachelor of Science in Degree in Nursing must meet these requirements in addition to the standard Methodist College admission requirements:

- High school grade point average minimum of 2.5 (on a 4.0 point scale);
Transfer Student Application Requirements for Students with Earned Credit Hours

1. An applicant with earned college credits must hold a cumulative GPA of 2.0 (on a 4.0 scale).
2. Transfer students must provide official transcripts from each college or university attended. Students who have been academically dismissed from another college/university are not eligible for admission to Methodist College.
3. Students who have been academically dismissed from another nursing program are not eligible for admission to Methodist College.

Second Degree Accelerated BSN Program Admission:
General Application Requirements:
- Minimum GPA of 2.0 (on a 4.0 scale)
- Submission of a complete application for admission and application fee
- Submission of official transcripts from each college and university attended
- Proof of completion of a bachelor’s degree

Prior to beginning 200 level Nursing courses in 2nd Degree, the following courses must be completed:
  - Anatomy and Physiology I or equivalent – 4 credit hours
  - Anatomy and Physiology II or equivalent – 4 credit hours
  - Microbiology or equivalent – 4 credit hours

RN to BSN Program Admission:
General Application Requirements:
1. Submission of a complete application for admission and application fee
2. Submission of official transcripts from each college and university attended
3. Proof of completion of a diploma or associate’s degree in a nursing program
4. Cumulative GPA of 2.0 or greater on the last 30 hours of college credits
5. Must hold a current, valid license to practice as a registered nurse (RN)

Pre-Licensure Courses/Program Requirements/Curriculum Upper/Lower Level
Nursing students are required to complete the Methodist College Core Curriculum requirements listed in the Arts and Sciences section of this catalog.

Pathways with curriculum schedule
Four Year Pre-Licensure BSN:
Sample Curriculum Schedule for Fall Admission*

<table>
<thead>
<tr>
<th>Year One Lower Level</th>
<th>Semester #1</th>
<th>Semester #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N100 Nursing Seminar: Intro to Nursing</td>
<td>2</td>
<td>120 Concepts of Health &amp; Healthcare</td>
</tr>
<tr>
<td>ENG101 College Composition</td>
<td>3</td>
<td>BIO102 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>MATH101 - Concepts of Math</td>
<td>3</td>
<td>ENG 201 Disciplinary Composition</td>
</tr>
<tr>
<td>PSY101 Psychological Inquiry &amp; Applications</td>
<td>3</td>
<td>SOC101 Social Forces</td>
</tr>
</tbody>
</table>

Methodist College Catalog 2017-2018 - 86 -
<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO101 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHL101 Philosophical Inquiry &amp; Modalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year Two Lower Level**

<table>
<thead>
<tr>
<th>Semester #3</th>
<th>Semester #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>N200 Health Assessment</td>
<td>Social/Behavioral Science Core Requirement</td>
</tr>
<tr>
<td>COM101 Public Speaking &amp; Presenting</td>
<td>Humanities Core Requirement</td>
</tr>
<tr>
<td>MAT201 Statistics</td>
<td>HS200 Informatics for Health Care</td>
</tr>
<tr>
<td>N211 Standards of Nursing Practice</td>
<td>N232 Dimensions of Holistic Nursing</td>
</tr>
<tr>
<td>BIO201 Microbiology</td>
<td>Fine Arts Core Requirement</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Year 3 Upper Level**

<table>
<thead>
<tr>
<th>Semester #5</th>
<th>Semester #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>N313 Pathopharmacology</td>
<td>N342 Mental Health Nursing</td>
</tr>
<tr>
<td>N361 Health Alterations Nursing</td>
<td>N372 Childbearing (8 weeks)</td>
</tr>
<tr>
<td>N331 Evidence Based Research</td>
<td>N371 Pediatrics (8 weeks)</td>
</tr>
<tr>
<td>N304 Transcultural Nursing</td>
<td>N390 Selected Topics</td>
</tr>
<tr>
<td>N321 Family as Client System</td>
<td>GEN ED 300+ Core Requirement</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**Year 4 Upper Level**

<table>
<thead>
<tr>
<th>Semester #7</th>
<th>Semester #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>N432 Complex Health Alterations</td>
<td>N450 Issues, Trends, and Nursing Theories</td>
</tr>
<tr>
<td>N421 Population Health</td>
<td>N445 Internship and Management</td>
</tr>
<tr>
<td>N431 Health Policy and Professional Leadership</td>
<td>GEN ED 300+ Core Requirement</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**TOTAL Degree Credit Hours**

<table>
<thead>
<tr>
<th>Total Nursing/Major Hours</th>
<th>Total General Education Hours Total Health Sciences Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>122</td>
<td>68 51 3</td>
</tr>
</tbody>
</table>

**Total Lower Level**

<table>
<thead>
<tr>
<th>Total Lower Level</th>
<th>Total Upper Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>59</td>
</tr>
</tbody>
</table>

**N390 Selected Topics in Nursing is offered as one-hour (N391), two-hour (N392), or three-hour (N393) courses depending on subject content and may be taken in various semesters.**

* This program has fall and spring semester enrollments. Students may enroll on a part-time basis (1–11 credit hours per semester) or on a full-time basis (12+ credit hours per semester). This is only a sample curriculum in that course selection is based on pre- and co-requisites rather than specific semesters. However, the lower level courses must be completed prior to entry into
N361 and students must meet the minimum requirements of the progression policy. See progression requirements below.

The nursing curriculum may be completed on a part-time basis; all pre-and co-requisites apply. The College determines what courses will be offered in the summer term and no courses are guaranteed to be offered.

**Time Limits for Degree:**  
The Pre-licensure Bachelor of Science in Nursing degree must be completed within seven years from first date of matriculation.

**Second Degree BSN Curriculum**  
Sample Curriculum Schedule for Fall Admission (Evening and Weekends)*

<table>
<thead>
<tr>
<th>Fall or Spring</th>
<th>Spring or Summer</th>
<th>Summer or Fall</th>
<th>Fall or Spring</th>
<th>Spring or Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1st Semester</strong></td>
<td><strong>2nd Semester</strong></td>
<td><strong>3rd Semester</strong></td>
<td><strong>4th Semester</strong></td>
<td><strong>5th Semester</strong></td>
</tr>
<tr>
<td>N100 Nursing Seminar</td>
<td>2</td>
<td>N304 Transcultural Nursing</td>
<td>3</td>
<td>N331 Evidence Based Research</td>
</tr>
<tr>
<td>N120 Concepts of Health &amp; Healthcare</td>
<td>2</td>
<td>N313 Pathopharmacology</td>
<td>3</td>
<td>N342 Mental Health Nursing</td>
</tr>
<tr>
<td>N211 Standards of Nursing Practice</td>
<td>2</td>
<td>N321 Family as Client System</td>
<td>2</td>
<td>N421 Population Health</td>
</tr>
<tr>
<td>N200 Health Assessment</td>
<td>3</td>
<td>N361 Health Alterations</td>
<td>6</td>
<td>HS200 Informatics in Healthcare</td>
</tr>
<tr>
<td>N232 Dimensions of Holistic Nursing</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

*This program has fall and spring semester enrollments. Students may enroll on a part-time basis (1 – 11 credit hours per semester) or on a full-time basis (12+ credit hours per semester). Please
note that all courses will not be offered every semester, but will follow the course plans in the table above. This is only a sample curriculum in that course selection is based on pre- and co-requisites rather than specific semesters.

However, the lower level courses must be completed prior to entry into N361 and students must meet the minimum requirements of the progression policy. See progression requirements.

The nursing curriculum may be completed on a part-time basis; all pre-and co-requisites apply.

**Time Limits for Degree:**
The Pre-licensure Bachelor of Science in Nursing degree must be completed within seven years from first date of matriculation.

**RN-BSN Program**
Sample Curriculum Schedule for Fall Admission (Online) **

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>N400 Foundations- 3</td>
<td>N455 Community and Population Health- 6</td>
<td>N470 Organizational Systems- 6</td>
<td>N427 EBP- 4</td>
</tr>
<tr>
<td>ELC*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 250- 3</td>
<td>N431 Health Policy- 3</td>
<td>Arts and Sciences (upper level)- 3</td>
<td>N480 Leadership &amp; Management- 6</td>
</tr>
<tr>
<td>MAT 150- 3</td>
<td>N393 Special Topics- 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>= 9 credits</td>
<td>= 12 credits</td>
<td>= 9 credits</td>
<td>= 13 credits</td>
</tr>
</tbody>
</table>

*ELC- experiential learning credit

**Six (6) credit hours of 300 and above General Education Requirements are also required. Please note that all courses will not be offered every semester, but will follow the course plan above.

**Progression requirements**
All nursing majors must meet upper level progression requirement specified in the Nursing Upper Division Progression Policy (policy # S-72) to be eligible to progress to upper level. A student who fails to meet these requirements will not be permitted to enroll in any 300 or 400 level nursing courses. The following statements are applied to determine progression or, potentially, dismissal.

A. The requirements for upper level progression are as follows:

4. Cumulative Methodist College GPA of 2.5 or greater;

5. Satisfactory completion of all required nursing courses in the lower level (N100, N120, N200, N211, N232) and all specified core general education courses (MAT101, MAT201, ENG101, ENG201, BIO101, BIO201 and BIO201) with a “C” or better; and

B. The following pathways apply:
   
   1. A nursing major who meets the criteria specified above is eligible to progress to upper level nursing courses.
   
   2. A nursing major who does not successfully meet all of the criteria for progression to upper level nursing courses must meet with his/her academic advisor to develop a plan for success. This plan will include enrollment in N235; it can also include enrollment in non-nursing courses. No student who is taking N235 may be approved for enrollment in more than 12 semester credit hours. The student must achieve all of the following criteria to become eligible for progression to upper level:
      
      a. Enroll in N235 and complete the course with a grade of “C” or better;
      
      b. Attain a Level 2 on ATI proctored examination administered as a learning assessment in N235; and
      
      c. Attain a Methodist College GPA of 2.5 or greater.

Students who do not successfully complete N235 with a grade of “C” or better, or who withdraw, or have not achieved a cumulative GPA of 2.5 or greater, or who do not achieve a Level 2 scores on the ATI proctored exam administered in N235 will be dismissed for the BSN pre-licensure/second-degree nursing program.

C. Non-Progression Status:

Academic Dismissal

A student will be academically dismissed from the nursing program for any one of the following reasons:

- Failure to earn a “C” or better in a repeated nursing course
- Failure to earn a “C” or better in two or more nursing courses
- Second withdrawal from a single nursing course

Readmission to the BSN Pre-licensure Nursing Program

Students who have been dismissed from the four-year pre-licensure or second degree BSN Program for failing to meet Academic Good Standing in Nursing requirements (policy S-100), but who meet the requirement for Academic Good Standing at Methodist College, are eligible to reapply to the program after an absence of one regular semester specific to the student’s program. A BSN Nursing Program Readmission Review Committee will be convened by the Associate Provost & Dean of Nursing.

The process for application for readmission is as follows:

1. The applicant must provide the following documents to the Associate Provost & Dean of Nursing for review not later than April 15 for fall readmission and November 1 for spring readmission:
   
   a. Letter of Application for Readmission including a detailed account of what has changed that would result in a successful outcome if readmission were to be awarded;
   
   b. Readmission application form; and
c. Official transcripts of any course work completed after dismissal from the Methodist College BSN Program.

*Second degree students must provide the appropriate documents not later than ten business days after final grades are due per the academic calendar.

2. The Associate Provost & Dean of Nursing will, upon receipt of one or more readmission applications, convene a BSN Nursing Program Readmission Review Committee (NPRRC) comprised of a minimum of three to four full-time nursing faculty who will be unbiased in their review; the NPRRC will be chaired by the designee specified by the Associate Provost & Dean of Nursing.

3. The Associate Provost & Dean of Nursing, or designee, will provide the application materials, along with Methodist College transcripts and standardized test results, to the NPRRC.

4. The NPRRC will review the application(s) within two weeks (10 business days) of the committee being named and will make a recommendation of readmission or denial of readmission to the Associate Provost & Dean of Nursing.

5. When a recommendation for readmission is made, the NPRRC will identify stipulations that must be met as a condition of readmission. Failure to meet these stipulations may warrant dismissal with no opportunity for readmission.

6. The Associate Provost & Dean of Nursing will notify the readmission applicant of the final decision regarding readmission, along with any stipulations pertinent to readmission, via United States Postal Service with a return receipt requested. Notification letters will be sent from the Office of the Academic Dean not later than December 10 for spring readmission and May 10 for fall readmission. Second degree students will be notified not later than ten business days after receipt of all readmission materials.

7. The decision of the Associate Provost & Dean of Nursing may be appealed to the Provost/Vice Chancellor for Academic Affairs within one week (5 business days) of notification if the applicant for readmission desires. A formal letter of appeal must be submitted.

8. The VCAA will render a decision within a period of one week (5 business days) from the time the appeal is received. The decision will be communicated through United States Post Service with a return receipt requested. The decision of the VCAA is final.

9. If an offer of readmission is made, the offer is valid for the academic semester specified by the NPRRC or the VCAA in the decision rendered.

10. Once the student is offered readmission, the student must meet with the Registrar to select courses and develop an academic plan.
11. Students will be admitted in accordance with the admission policies in effect at the time they are granted readmission.

12. Once accepted for readmission to the College, students will be required to meet the curriculum requirements for the degree as stated in the current catalog and which are in effect at the time of re-entry.

13. A student who is readmitted and proceeds to earn a grade of D or F in any nursing course in a subsequent semester will be dismissed from the BSN Nursing Program with no option to apply for readmission.

Program-specific policies
- Two-step tuberculin skin test; a chest x-ray is required if previously positive tuberculin test, or a new reactor

Prior to the student’s first clinical experience, a student must supply the following to the Office of Admissions:*:
- Proof of Cardiopulmonary Resuscitation/Automated External Defibrillator (CPR/AED) Health Care Provider certification
- Proof of malpractice insurance

*A background check that has any violations noted may affect your admissions or enrollment status at the college.

Student Dress Code - Nursing
Professional appearance is essential when representing Methodist College during community appearances, hospital clinical rotations, and attendance in the Simulation Center and the Clinical Practice Center for clinical/laboratory purposes. The Methodist College name badge must include both first and last names and must be worn in a visible area above the waist during all clinical, lab and community experiences. Should there be any exceptions to this dress code policy, students will be notified by the clinical instructor prior to the clinical experience.

The minimum appropriate clothing level to maintain a professional appearance for clinical and/or laboratory experiences, when not in uniform, is defined as the following:
- Clean, pressed, modest attire that reveals no cleavage or midriff.
- No shorts, jeans, or open sandals, no flip-flops.
- Name badge with first and last names clearly visible worn in a visible area above the waist.
- A lab coat is to be worn over street clothes when students are present on patient care units for the purposes of clinical preparation. Students will be sent home if not dressed appropriately, and the Methodist College Student Code of Conduct will be initiated.
- Business casual dress is required in some clinical rotations at the discretion of the faculty member or clinical instructor.
- Uniforms must be purchased prior to the first clinical course.

Student uniform guidelines for clinical activities in the Medical Center and selected community settings consist of the following:
• Hunter green scrub pants and tops (tops must have Methodist College logo). Students must purchase these items at their expense. These items are available in the Methodist College Campus Store.
• White lab coat (blazer style jacket) with the Methodist College emblem embroidered on the left side of the jacket above the chest pocket for use when not on assigned unit. Students must provide these items at your cost.
• Clean all-white shoes with a closed heel and toe. No sandals, flip-flops, clogs, or similar styles are permitted.
• No detectable fragrances are permitted.
• Hair must be neatly groomed; long hair must be confined and away from the face.
• Moustaches and beards must be neatly trimmed.
• Jewelry is limited to a wristwatch, wedding and/or engagement ring, and two small earrings per ear.
• Makeup is to be used in moderation.
• No visible body art/tattoos is/are permitted.
• All visible body piercing jewelry must be removed for patient related experiences. This includes tongue piercing, nose rings or posts, eyebrow and lip adornments.
• No acrylic fingernails are allowed. Nails should be trimmed short. Only flesh colored nail polish is allowed (and even this may be restricted in some areas).
• Undergarments are to be worn but not visible.
• Pants should be hemmed so they do not drag on the floor and waistbands should be high enough to prevent bare skin showing when bending, stretching, or stooping in the course of caring for patients.

Student attire for the Center for Simulation/Clinical Practice Center during practice sessions outside of clinical and lab time:
• Scrubs are preferred for practice sessions in the Center for Simulation/Clinical Practice Center.
• The lab coat is not required for Clinical Practice Center practice sessions.
• If scrubs are not worn, students should follow the Business Casual Attire requirements listed below.
• Closed heel and toe shoes must be worn in the Center for Simulation/Clinical Practice Center at all times.

Student Business Casual Attire for Selected Clinical and Community Experiences
Students must wear professional attire that presents a positive image for Methodist College. Specifically, the following are required:
• Modest tops for women with no cleavage showing; tops must have sleeves or have straps at the shoulders that are at least two and a half inches in width and the midriff must not expose bare skin when arms are extended overhead.
• Men shall wear button-front shirts or polo shirts with no writing allowed other than a Methodist College logo.
• Undergarments shall be worn but not visible through outer-garments.
• Pants may include slacks of a uniform color but shall not include capris, leggings, or tights worn without a dress of adequate length.
• Dresses and skirts shall be modest in nature and of a length that does not expose the upper half of the thigh when bending or stooping.
• Shoes must be closed toe and heel with no sandals, clogs, or flip-flops.
• The Methodist College identification badge shall be worn at the chest level at all times.

Uniforms and equipment must be purchased prior to your first clinical course.

**Grading Scale**

In nursing courses, students must earn a grade of “C” for nursing theory and an “S” for nursing clinical to receive a passing grade.

A final theory grade of “D” or below and a final clinical/lab grade of “U” are considered failing grades. Both the theory and clinical/lab grades must be reported as passing to complete the course. If unsuccessful in either, both the clinical and theory must be repeated. A student can only repeat a course one time.

If the clinical component of the course is failed, the student automatically fails the course.

Grading Scale for nursing courses:

93-100 = A
85-92 = B
77-84 = C
68-76 = D
-68 = F
Department of Social Work  
Chair: Staci Wolfe, PhD, MSW, BSW, LCSW  

The purpose of the Social Work Department is to prepare students as social work generalists to be change-agents; facilitating human well-being and responding to diverse human needs within the context of their practice environment.

The Social Work Degree program (BSW) is built upon a foundation of Arts & Sciences, including the physical and life sciences, humanities, arts, social sciences, English, communications, and mathematics. As students progress through their majors of study, they build upon the solid foundation provided by the arts and sciences core courses and expand their knowledge, skills, and attitudes through analysis and application in the Social Work major.

The Social Work Department represents one degree program, the Bachelors of Social Work (BSW, 120 credit hours).

Accreditation  
All programs offered within the Social Work Department are accredited by the Higher Learning Commission. The Social Work Department is also in the process of attaining accreditation by the Social Work-specific accreditation organization, the Council on Social Work Education (CSWE).

Admission Requirements  
Admission requirements for the Social Work degree program are the same as the undergraduate College admission requirements found earlier in this catalog.

Degree Requirements  
Requirements for graduation with a BSW from Methodist College include general education and other requirements common across the College. The social work major consists of 59 credit hours of social work specific courses, and 10 credit hours of elective social work/related courses. Credit is not granted for previous life or work experience. In addition, students are required to successfully complete 51 credit hours of Arts & Sciences/General Education courses, including two upper level General Education courses. Students are encouraged to regularly meet and consult with their assigned department academic advisors for classes currently eligible to meet these requirements.

<table>
<thead>
<tr>
<th>Bachelor of Social Work (BSW) Curriculum – Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>SW 170</td>
</tr>
<tr>
<td>SW 270</td>
</tr>
<tr>
<td>SW 271</td>
</tr>
<tr>
<td>SW 272</td>
</tr>
<tr>
<td>SW 273</td>
</tr>
<tr>
<td>SW 310</td>
</tr>
<tr>
<td>SW 320</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>SW 334</td>
</tr>
<tr>
<td>SW 335</td>
</tr>
<tr>
<td>SW 370</td>
</tr>
<tr>
<td>SW 371</td>
</tr>
<tr>
<td>SW 431</td>
</tr>
<tr>
<td>SW 470</td>
</tr>
<tr>
<td>SW 471</td>
</tr>
<tr>
<td>SW 472</td>
</tr>
<tr>
<td>SW 473</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Mission and Guiding Principles of Social Work:**
Methodist College Social Work program’s mission was developed through the conceptualization of the core professional values and the social work profession’s purpose. The mission of Methodist College’s Social Work Program is as follows:

To prepare students as social work generalists to be change-agents; facilitating human well-being and responding to diverse human needs within the context of their practice environment.

The mission statement that was developed for the undergraduate BSW degree program is consistent with the main tenets of the social work profession, as indicated in the Council on Social Work Education’s Educational Policy as “…to promote human and community well-being. Guided by person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry.” The mission of the program is broad enough to incorporate, with the support of the learning outcomes for the program [below] the quest for social and economic justice, prevention of conditions that limit human rights, elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Methodist College desires its social work students to be change-agents as necessary in their field of practice, and responding to the diversity of all human needs within the same context of their practice environment. We understand and are committed to providing a generalist approach to social work education – in that all students will be prepared to function as bachelors prepared social workers in a variety of settings upon completion of their degree.

**Learning Outcomes:**
There are five Learning Outcomes that are indicators of the learning, behavior and application of knowledge and skills. These indicate how students will arrive as being able to practice as competent, calm and useful resources in their practice areas.

Upon completion of the Bachelor of Social Work program (BSW), the graduate will be able to
1. Integrate research-informed practice in providing culturally-appropriate care to a diverse clientele in a variety of social systems and contexts.
2. Practice the tenets of social, economic, and environmental justice.
3. Respond to influences and determinants that impact human rights and public policy.
4. Practice professionalism that embodies a commitment to inquiry and community to improve practice and service delivery.
5. Practice integrity and competence in building relationships with persons while respecting dignity and worth of individuals, families, groups, organizations and communities.

The Learning Outcomes/Goals of the program align well with the core components of the social work profession: supporting the importance of human relationships, dignity and worth of individuals, integrity, competence, human rights and inquiry.

Pathways with curriculum schedule(s)
Bachelor of Social Work

<table>
<thead>
<tr>
<th>Curricular Content</th>
<th>Credit Hours</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Core Courses, Arts &amp; Sciences</td>
<td>6</td>
<td>ENG 101, ENG 201</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>COM 101</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Life and Physical Sciences (Option – Cultural Anthropology)</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>MAT 101, 201</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>PSY101</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SOC101</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>PHL101</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Humanities Core Requirement (3 credits)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fine Arts Core Requirement (3 credits)</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social Science</td>
</tr>
<tr>
<td>Upper Level Arts &amp; Sciences courses</td>
<td>6</td>
<td>Any upper level general education course(s)</td>
</tr>
<tr>
<td>TOTAL A &amp; S Credits</td>
<td><strong>51</strong></td>
<td></td>
</tr>
<tr>
<td>Social Work Core – Required</td>
<td>3</td>
<td>SW 170 Concepts of Social Work</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SW 270 Foundations of Social Work</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SW 272 Contemporary Social Issues</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SW 273 Cultural Humility in Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>SW 310 Research</td>
</tr>
<tr>
<td>Credit</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SW 320 Foundations of Social Work Practice with Individuals and Families</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SW 334 Case Management</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>SW 335 Social Work in Groups</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SW 370 Human Behavior in the Social Environment</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SW 371 Family Life Cycle Transitions</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SW 470 Policy and Professional Leadership</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>SW 471 Field Practicum I</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>SW 472 Field Practicum II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SW 473 The Ethics of Social Work Practice</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL Social Work Core**  59

**Social Work Electives**  10  Varied

**TOTAL BSW Degree**  120
### Social Work Sample 4-Year Plan

#### First Semester Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life and Physical Science</td>
<td>4</td>
<td>R</td>
</tr>
<tr>
<td>ENG 101</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>PSY 101</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Math 101</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SOC 101</td>
<td>3</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **16**

#### Second Semester Freshman

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Life and Physical Science</td>
<td>4</td>
<td>R</td>
</tr>
<tr>
<td>ENG 201</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 170 Concepts of Social Work</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>GE Humanities</td>
<td>3</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **16**

#### First Semester Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 270 Foundations of SW</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>GE Social Science</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>MAT 201</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 272 Contemporary Social Issues</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Special Topics or Medical Terminology</td>
<td>1</td>
<td>E</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **13**

#### Second Semester Sophomore

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 271 Service Learning</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>GE Fine Arts</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 273 Cultural Humility</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>PHL 101 (Required Humanities)</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Life &amp; Physical Science/</td>
<td>4</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **16**

#### First Semester Junior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up GEN ED Elective</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 310 Research PR Math 201</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 320-Foundations of Practice with Individuals and Groups</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 334 Case Management</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 335-Social Work with Groups</td>
<td>4</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **16**

#### Second Semester Junior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up GEN ED Elective</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 370 Behavior in Social Environment</td>
<td>3</td>
<td>E</td>
</tr>
<tr>
<td>SW 371 Family Life Transitions</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>SW 431 Policy &amp; Professional Leadership</td>
<td>3</td>
<td>R</td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>3</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **15**

#### First Semester Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 470 Special Topics CR Field Practicum I or Field Practicum II Senior Standing</td>
<td>1</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **16**

#### Second Semester Senior

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>GE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 472-Field Practicum II (3 hrs theory 6 hours field placement) PR SW320, SW330, HS431, BHC334, BHC335 Senior Standing</td>
<td>9</td>
<td>R</td>
</tr>
</tbody>
</table>

Semester Total Credit Hours: **15**
### Grading Scale

The Social Work Department at Methodist College uses the conventional general education grading scale.

<table>
<thead>
<tr>
<th>Numerical Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and above</td>
<td>A</td>
</tr>
<tr>
<td>80 to 89</td>
<td>B</td>
</tr>
<tr>
<td>70 to 79</td>
<td>C</td>
</tr>
<tr>
<td>60 to 69</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 471-Field Practicum I (3 hrs theory 6 hours field placement) PR SW320, SW330, HS431, BHC334, BHC335 Senior Standing</td>
<td>9</td>
<td>R SW</td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>3</td>
<td>E SW</td>
</tr>
<tr>
<td>Semester Total Credit Hours:</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>Total General Education Credits</strong></td>
<td>51</td>
<td></td>
</tr>
<tr>
<td><strong>Total Social Work Core Credits</strong></td>
<td>59</td>
<td></td>
</tr>
<tr>
<td><strong>Total Social Work Electives</strong></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 473-Ethics of Social Work Practice CR Field Practicum I or Field Practicum II Senior Standing</td>
<td>3</td>
<td>R SW</td>
</tr>
<tr>
<td>Social Work Elective</td>
<td>3</td>
<td>E SW</td>
</tr>
<tr>
<td>Semester Total Credit Hours:</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Degree Hours** 120
Minor Program Courses

Academic minors
A minor is a program of study, with less depth than a major. It may be completed to complement, or as an addition to a major. A minor has a minimum of 15 non-core semester credit hours required by a major and a maximum of 18 non-core semester credit hours. The requirements and the curriculum for a minor are determined by the academic division/department faculty offering the major with the appropriate approvals of the Methodist College Faculty Senate, Academic Council, Provost/Vice Chancellor for Academic Affairs, Chancellor/President of the College, and the Methodist College Board of Directors.

The Division of Arts and Sciences and Methodist College offer 3 academic minors: Arts and Humanities, Behavioral and Social Sciences, or Math and Sciences. Each has a minimum of 15 credit hours (6 lower level credit hours, 9 upper level credit hours) or a maximum of 18 semester credit hours (6 from the lower level and 12 from the upper level of courses in each of these disciplines to fulfill the minor. For the minor, the student can only transfer 6 credit hours from another institution.

A minor must be an elective choice—a student cannot be required to complete one as part of the requirements for a major. If a course is a requirement for a major for which a student applies at graduation, it cannot qualify also for minor credit.

A maximum of 6 transfer credits can be applied toward an academic minor.

**Humanities Minor**
- History 101: Eastern and Western Religions
- Literature 101: Literary Expression and Genre
- Literature 103: Exploring Theme and Theory in Literature and Cinema
- Humanities 101: Storytelling and the Human Experience
- History 301: Suffering and Forgiveness
- Humanities 301: The Legacy of Literature: Theme, Theory and the Humanities
- Philosophy 301: Philosophy of Human Psyche
- Philosophy 302: Sacrifice in Literary, Philosophical, and Biblical Writings

**Social Science Minor**
- Gerontology 310: Social Gerontology
- History 101: Eastern and Western Religions
- History 301: Suffering and Forgiveness
- Political Science 101: Political Science, Advocacy and Civility
- Psychology 201: Developmental Psychology
- Psychology 301: Abnormal Psychology
- Psychology 401: Health Psychology
- Public Health 101: Introduction to Public Health
COURSE DESCRIPTIONS

ACT101 Financial Accounting and Health Care
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course presents accounting as both a general system and a health-related system for financial reporting. The emphasis is on understanding and applying basic accounting principles and other concepts that guide the reporting of the effect of transactions and other economic events on the financial condition and operating results of health-related businesses. How to analyze and interpret historical financial statements and the limitations of using these in making forward-looking business decisions is included, along with analysis of assets and liabilities, long-term assets and liabilities, and cash flow statements and financial statement analysis.

ART101 Visual and Performing Arts
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
A study of modern and contemporary art and its relationship to other art disciplines (i.e. music, theater, writing, and film) and to the broader culture in general. Participation in music recitals, theater productions, and art exhibitions within the community are required.

ART102 The Renaissance Artist: Exploration, Discovery, and Permanent Impact
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course provides a broad introductory study of art and artists during Renaissance Italy, placed in the broader context of the political and religious climate of the day. Students will also explore contemporary art, and be required to attend a contemporary art exhibition, within the community. The similarities and differences between these two times periods will be explored, both visually and conceptually.

ART301 Dissecting the Body: An Artistic Journey
3 Credit Hours (3 Theory Hours)
Pre-Requisite: ART101 or ART102 or an equivalent
This course provides an in-depth exploration of rendering the human body, drawing from medical images, realistic depictions, and abstract creations. Students will be introduced to numerous mediums: graphite, collage, colored pencil, marker, and nontraditional media; as well as investigate successful methods, such as writing, speaking, and directed research, to articulate the concept accompanying their original creations. The course includes several projects and one writing assignment, which will be included in creations.

BH200 Holistic Health and Healthcare
2 Credit Hours (2 Theory Hours)
Pre-or Co-Requisites: Admission to Methodist College Bachelor of Science in Health Sciences Behavioral Healthcare Concentration
This course introduces the learner to an integrative approach to healthcare in which the body, mind and spirit comprise an integrated whole. The course approaches holism from a systems perspective and applies the concept of holism to both the client system and the caring role,
emphasizing the multidimensional role of the healthcare provider within the concept of care. The healthcare role dimensions are explored within the context of the physical, psychological, sociocultural, developmental, and spiritual dimensions and needs of the client system.

BH301 Behavioral Health and Illness
2 Credit Hours (2 Theory Hours)
Pre-Requisite: PSY201
Pre-or Co-Requisites: PSY 302
This course introduces the learner to the fundamentals of mental illness and psychiatric disorders. Particular emphasis is placed on exploration of the etiological factors that cause mental illness, as well as the common protocols used in their treatment. Students will receive a comprehensive perspective on: anxiety disorders, mood disorders, disorders of childhood and adolescence, schizophrenia and other psychotic disorders, obsessive-compulsive disorders, and other disorders related to the field of mental health treatment.

BH302 Behavioral Health across the Lifespan
2 Credit Hours (2 Theory Hours)
Pre-or Co-Requisite: BH301
This course explores behavioral health in association with developmental stages (child, adolescent adult and aging adult), developmental tasks and stage-specific behaviors, and common alterations in developmental adaptation leading to alterations in behavioral health. The role of family in relation to the individual also is explored.

BH305 Addictive Behaviors
2 Credit Hours (2 Theory Hours)
Pre-or Co-Requisite: BH301
Concepts from psychopharmacology, genetics, counseling theory, law, medicine, sociology, and other disciplines are applied to provide a basic understanding of the practical issues surrounding the prevention and treatment of substance abuse and dependence.

BH312 Psychopharmacology
3 Credit Hours (3 Theory Hours)
Pre-Requisite: BH310
This course is intended to educate students to the biochemical aspects of the human brain and the influence of chemicals within the brain. Students will become familiar with the neurological implications of drug administration and drug abuse and its effects on brain function. The course will also focus on the most commonly utilized medications in the treatment of depression, psychoses, bipolar disorder, schizophrenia, and other related psychiatric disorders.

BH320 Foundations of Counseling and Psychotherapy
3 Credit Hours (3 Theory Hours)
Pre-Requisites: BH301
This course examines the major theoretical counseling orientations with an emphasis on the application of each theory to the treatment of addiction and behavioral health disorders. Theories and their related therapeutic approaches considered include: Freudian Theory, Person-Centered Theory, Gestalt Theory, Reality Therapy, Rational-Emotive Therapy and other cognitive behavior theoretical approaches.
BH321 Assessment and Treatment in Behavioral Healthcare
3 Credit Hours (3 Theory Hours)
Pre-Requisite: BH320
This course introduces the student to the various instruments used in the assessment and evaluation of addiction and mental illness, and the interviewing skills that facilitate this process. Students examine the components of clinical reasoning that are utilized in determining the various levels of counseling and treatment interventions.

BH325 Co-Morbidities and Behavioral Health
3 Credit Hours (3 Theory Hours)
Pre-Requisite: BH321
This course examines the comorbidity of behavioral disorders, using both a lifespan and epidemiological approach. Emphasis is placed upon theories and empirical research elucidating comorbidities, risk factors, and biopsychosocial mechanisms.

BH330 Counseling Techniques
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: BH320
This course emphasizes basic counseling competencies. Topics include: relationship building, effective communication and helping skills, common stages in the counseling process, and helping skills with special populations. The course also familiarizes the student with key cognitive-behavioral models used in therapy today. Differences and similarities are explored. Students are exposed to the philosophical models and the related techniques stemming from these models. The development of conceptualization and treatment is emphasized.

BH334 Case Management
3 Credit Hours (3 Theory Hours)
Pre-Requisite: BH330
This course integrates case management theory and practice as it is applied to individuals, agencies, and communities. Students will learn about core case management components, and will gain valuable knowledge in the areas of assessing, planning, linking, monitoring, recording, and evaluating client care. Issues of diversity, community resources and the various arenas of case management will be explored. Actual case examples will be discussed and reviewed using a “best practices” model. Focus will be placed on the role of case management in mental health, child welfare and addiction treatment programs.

BH335 Group Counseling
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: BH330
This course is an introduction to the theoretical base and skills used in conducting group counseling. Included are theories of group work, facilitation techniques, types and styles of groups and models of group functioning. Common topics suitable to group counseling are presented and discussed in a group setting in which students function as participants of the group as well as functioning as a group leader.

BH410 Crisis Intervention and Management
2 Credit Hours (2 Theory Hours)
Pre-Requisite: BH330
This course is designed to introduce the student to the fundamental concepts, theories, strategies, and skills needed to understand and conduct effective crisis and brief intervention counseling. Particular attention is given to several types of crises commonly encountered in working within settings serving people who have long-term disabling behavioral health disorders.

BH455 Practicum Field Experience
6 Credit Hours (2 Theory Hours, 4 Practicum Hours)
Pre-Requisites: Completion of all required courses except Special Topics Seminar
This course provides the learner the opportunity to integrate and apply previously learned behavioral healthcare knowledge and skills in two or more healthcare organizations, including in-patient and out-patient services. The student will become part of the healthcare team, working closely with inter-professional healthcare team members. The student, faculty member and preceptor will mutually agree on the focused area of study and the practicum setting.

BH490 Special Topics Seminar
3 Credit Hours (3 Theory Hours)
Pre-or Co-Requisite: BH455 Field Experience Practicum
This course provides the student an opportunity to further explore topics, issues or specialized populations relevant to behavioral healthcare in which the student has a particular interest. Course expectations include extensive reading of scholarly professional journal articles and/or credible books on the subject of interest and a written summary/synthesis of findings. The student will also be required to use the written paper to make a presentation to the class.

BIO095 Fundamentals of Biology and Chemistry
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: Admission to Methodist College
This course is designed to provide a general introductory background into chemistry and biology to help prepare students in their study of anatomy and physiology and beyond. The primary goals for this course to introduce important chemical and biological concepts, begin to explore and understand the interconnections between structure and function in the biological world and to build a strong foundation of information for students to carry forward in future biology and health profession courses.

BIO100 Introduction to Biology
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: Admission to Methodist College
This course is designed to provide a broad introductory background in the biological sciences to help prepare students in their study of anatomy and physiology and beyond. The focus is on cell structure, basic metabolic processes within the cell, cellular energetics, the functioning of enzymes, mitosis, meiosis, gene theory and gene control as well as cell division, cell differentiation and genetics. Differences between pro- and eukaryotic cells will be emphasized. Medical terminology will be introduced. The course is made up of lecture and lab with the lab being an integrated part of the course. The primary goals for this course are to introduce important biological concepts, begin to explore and understand the interconnections between structure and function in the biological world and to build a strong foundation of information for students to carry forward in future biology and nursing courses.
BIO101 Anatomy and Physiology I
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: Appropriate placement score or BIO095 with a grade of “C” or better or administrative approval
This course studies structural relationships of the body at the molecular, cellular, tissue, organ, and system levels with an emphasis on the integration of human function. Three classroom and two laboratory hours per week.

BIO102 Anatomy and Physiology II
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: BIO101 with a grade of “C” or better
This course is a continuation of BIO101 that studies the structural and functional relationships and interdependence of body systems. Three classroom and two laboratory hours per week.

BIO201 Microbiology
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: One semester qualifying college laboratory course in a biological science.
This course will demonstrate to the student the fundamental aspects of microbes as pathogenic agents: their structure, physiology, genetics, interaction with humans, activities as etiological agents of disease. Their importance in the food industries and in their pharmaceutical and environmental control will also be covered.

BIO301 Human Genetics
3 Credit Hours (3 Theory Hours)
Pre-Requisite: BIO102 with a “C” or better, or a qualifying laboratory science course with a “C” or better, other than BIO101.
This course is designed to guide the learner in developing a knowledge base in genetics, especially as it relates to humans, and the recent advancements due to genomics. The student will learn critical thinking with case studies, and practice real genetic problems of diseases which have a clinical reality.

BIO302 Immunology
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Successful completion of BIO102 or BIO201 with a “C” or higher.
This course is designed to be an upper level general education course. The course will emphasize the fundamental aspects of immunology including the molecules, cells and organs of the immune system. Further, the role of the immune system in wellness and disease with a special emphasis on disease which are or are suggested to be autoimmune in nature will be examined.

BIO303 Medical Microbiology
3 Credit Hours (3 Theory Hours)
Pre-Requisite: BIO201 or equivalent course with a grade of “C” or better.
This course will focus on mechanisms of microbial pathogenesis and the host response, and the scientific approaches that are used to investigate these processes. Topics include the role of pathogens in the development of the human immune response, symptoms of disease caused by
microbial infections, and the diagnosis and treatment of microbial infections. Students will investigate various bacterial, viral, fungal, and protozoan diseases using a case study format.

CHM100 Introduction to Chemistry
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: Admission to Methodist College
This course is a one-semester survey of General, Organic, and Biochemistry with the goal to provide fundamental chemistry knowledge to nursing students in preparation for higher level courses. It covers atomic structure, chemical reactions and bonding, solutions and pH, nuclear chemistry and radiation, organic functional groups, and compounds of physiological importance. The course consists of lecture and integrated lab. The primary goals for this course are to introduce important chemistry concepts which then provide a solid foundation for the understanding of physiological processes in the cell and body as well as for the action and interaction of therapeutic medications and treatments.

CHM301 Organic and Physiological Chemistry
4 Credit Hours (3 Theory Hours, 1 Lab Hour)
Pre-Requisite: CHM100 or a transfer-level general chemistry course with departmental approval
This course is designed to provide a foundational knowledge of organic chemistry and biochemistry as it is applicable to the nursing student. The structure of different classes of compounds and their reactions will be discussed. Topics such as pain control, dietary supplements, action of hormones and neurotransmitters, basic metabolism, foundations of blood typing, as well as the effectiveness of sanitation, anesthetics, and drugs will be correlated to chemistry. Molecular foundations of disease will be introduced. Students who complete this course will have a better understanding of pathophysiological processes within the body and the action of medication upon the body.

COM101 Public Speaking and Presenting
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course is an introductory arts and appreciation course in the Methodist College’s general education program. The course combines communication theory with practice of oral communication skills. It instructs students in how to become aware of the influence culture has on human communication and it also provides them with tools to become effective communicators.

ECN101 Economics Principles and Systems
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course is designed to introduce students to the economic way of thinking. Microeconomics models the behavior of individuals in their various roles as consumers, workers, business owners, politicians and voters. We will be studying how rational, self-interested economic agents choose among alternatives in a world where wants are unlimited but resources are scarce, and how the interactions of buyers and sellers in markets determine prices, profits and the distribution of income. This course will cover also, the area of economics define as macroeconomics. The main
goal of macroeconomics is to gain a better understanding of the causes of, and remedies for, unemployment and inflation, as well as the factors that affect economic growth (unemployment, inflation, tax level and overall economic growth).

ENG090 Developmental Composition
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Appropriate placement score or administrative approval
This course is a developmental college writing course (with a reading emphasis) in Methodist College’s general education program. It instructs students in how to read effectively and write successfully to begin academic work at the college level. The course integrates the reading and writing of two to three monographs and three to four compositions totaling 3,000 words. Students can repeat the course once.

ENG101 College Composition
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Appropriate placement score, ENG090 with a grade of “C” or better, or administrative approval
This course is an introductory college writing course in Methodist College’s general education program. It instructs students in how to read critically and write effectively at the college level. The course includes the production of four to six compositions totaling 4,000 words.

ENG201 Disciplinary Composition
3 Credit Hours (3 Theory Hours)
Pre-Requisite: ENG101 with a grade of “C” or better
This course is a discipline specific, advanced college writing course in Methodist College’s general education program. It instructs students in how to use electronic search strategies, read scholarly texts critically, analyze and evaluate discipline specific research and texts, and write effectively in styles appropriate for the Health Sciences and at the college level. The course will focus on APA style and format, various purposes and audiences in the Health Sciences. The course includes the production of four to six documents totaling 5,000 words and an APA composition.

ENG250 Writing for the Health Professions
3 Credit Hours (3 Theory Hours)
Pre-Requisite: ENG101 with a grade of “C” or better
This course is a discipline specific, advanced college writing course in Methodist College’s general education program. It instructs students in how to effectively communicate through writing in styles appropriate for their discipline at the professional level.

ENG301 Finding Yourself Somewhere Else: Navigating Wonderland
3 Credit Hours (3 Theory Hours)
Pre-Requisite: ENG101 with a grade of “C” or better
This course is an advanced English course in Methodist College’s Arts and Sciences curriculum. Understanding yourself is only possible by comparing and contrasting “the self” with “the other.” This course utilizes a comparative methodology through which students identify and analyze the realities of the “self-culture” by studying it in contrast to that of a
second, “other culture.” This journey of exploration and cognition, facilitated and enhanced through writing, will also include defining and analyzing “the self” and the “the self as other.” Through research, travel, descriptive narrative, and reflective writing, this course allows students to “find themselves somewhere else.”

GER300 Biophysical Aspects of Aging: Health Promotion and Wellness in Older Clients
4 Credit Hours (4 Theory Hours)
*Pre-Requisite: Admission to Methodist College.*
This course will provide a foundation of normal aging processes and assessment of the older adult. The student will be provided the opportunity to explore physical changes related to aging and health – wellness perspective as related to the aging process. The student will develop health promotion strategies to assist the older adult in achieving optimal health and well-being. The student will be introduced to a variety of assessment tools and measurements of functional, cognitive and mental status that may be utilized in working with the older adult population.

GER310 Social Gerontology: A Multidisciplinary Approach
(Cross-Listed with PSY302 Adult Development and Aging and PSY303 Death and Dying, may also be cross-listed with administrative approval)
3 Credit Hours (3 Theory Hours)
*Pre- or Co-Requisites: GER300 and Admission to the Gerontology Certificate Program.*
This course explores changes in society on aging and older adults with an emphasis on concepts of successful aging. This course will explore models of care as it affects the older adult. Concepts related to successful aging in the older adult population will be explored. The student will integrate factors of social, economic, cultural, spiritual, and ethnic principles as they relate to the aging population. The student will be introduced to public policy and how it affects the aging population.

GER320 Aging and Mental Health
(Cross-Listed with PSY301 Abnormal Psychology, may also be cross-listed with administrative approval)
3 Credit Hours (3 Theory Hours)
*Pre-Requisites: GER300 and GER310*
This course is offered to provide the student with an introduction to psychosocial and mental health aspects of aging. This clinically oriented class will examine concepts, issues and research relevant to working with older adults. This course is not intended to qualify the student as an independent gerontological practitioner. It will provide familiarity with psychosocial assessment and intervention strategies. Students will become familiar with the behavioral, cognitive and emotional changes that are associated with the aging process.

GER350 Independent Project/Practicum in Gerontology
4 Credit Hours (1 Theory Hour, 3 Practicum Hours)
*Pre-or Co-Requisite: GER320*
This course provides the student with an opportunity to explore and prepare for an expanded role as a geriatric care specialist. To facilitate this process, the student, in the final semester of the Certificate in Gerontology Program, will complete a project within a clinical or community setting which will allow the student to demonstrate knowledge, skills and abilities learned within
this program. The practicum will assess students’ fundamental knowledge about gerontology and their ability to apply and integrate this background information, key clinical information and an understanding of important issues in aging to work and care settings. Students enrolled in this course will work closely with a full-time faculty member (faculty preceptor) to fully explore the important addition of an understanding of the basic principles of gerontology to work in the healthcare and human services sectors.

HS100 Medical Terminology
1 Credit Hour (1 Theory Hour)
*Pre-Requisite: Admission to BSHS Sciences Completion Degree or BSHS Generic Degree Program*
This course introduces the learner to terminology in relationship to body systems, medical conditions, diagnoses and disease processes, and medical procedures.

HS200 Informatics in Healthcare
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Admission to Bachelor of Science Degree in Nursing Program or Admission to BSHS Completion Degree or BSHS Generic Degree Program*
This blended course will introduce students to lower level informatics as it applies to computer applications and information systems in healthcare. Students will explore general computer information, healthcare information systems and specialty applications. Major themes of privacy, confidentiality and information security are presented throughout the course. Ethics, evidence based practice and various channels of electronic and digital communication will be studied. Basic computer knowledge and skills will be utilized during this course.

HS299 Transitions to Baccalaureate Education
2 Credit Hours (2 Theory Hours)
*Pre-Requisite: Admission to BSHS Completion Degree Program.*
This course provides the adult learner with the opportunity to examine the concepts of baccalaureate education in Health Sciences using the client as self. Content will focus on the development of professional practice, proficiency within the online learner environment, and collaboration with the multidisciplinary team.

HS304 Transcultural Healthcare
(Cross-listed with N304 Transcultural Nursing)
3 Credit Hours (3 Theory Hours)
*Pre-Requisites: Admission to BSHS Completion Degree or BSHS Generic Degree Program; SOC101, PSY101, and a 3 credit hour Behavioral Science elective*
This course facilitates the learner’s understanding of cultural influences upon the students and clients (individuals, families, groups, and community) perceptions, values, and beliefs concerning health, illness, and healing. Meanings associated with cultural phenomenon, traditions, practices, and rituals will be explored to provide a context to clients’ responses to health, health challenges, and healthcare. In addition, the learner will develop an increasing awareness of the critical role a person’s culture plays in maintaining, retaining, or attaining wellness.
HS305 Healthcare Systems/Organizations  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: HS200 in either the BSHS Completion Degree Program or BSHS Generic Degree Program*  
This course traces the evolution of the U.S. health care delivery system over the last century with a focus on the structure and function of the contemporary managed care system. The course examines a wide range of external factors (social, political, economic, legal and technical).

HS306 Health and Healthcare Systems  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: Completion of Arts and Sciences core courses at the 100 and 200 course levels*  
This course is designed to introduce students from both HS tracks to the fundamental characteristics of health care systems; the organization, financing, and delivery of services in the US health care system; the role of prevention and other non-medical factors in healthcare outcomes (including population health outcomes); key management and policy issues in contemporary health systems; and the process of public policy development and its impact on the prospects for health system improvement.

HS310 Research in Healthcare  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisites: Admission to BS in Health Sciences Completion Degree or 4-year Degree Program; MAT201*  
This course focuses on the beginning level competencies the learner needs in order to use the process of scientific inquiry as the basis for professional practice. A general understanding of, and appreciation for, qualitative and quantitative research is provided. Opportunities are provided for the learner to critically read and analyze healthcare research studies.

HS311 Trends and Reform in Healthcare  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: HS310*  
This course is designed to introduce students to a range of issues related to health and health care in the United States. Course content will give students the opportunity to explore differing perspectives as they develop a deeper understanding of the issues and enhance their research and communication skills. The course will enable students to analyze and evaluate evidence regarding controversial issues and allow them to develop and practice skills in formulating and writing well-informed, well-articulated arguments and reflections.

HS312 Principles of Management in Healthcare  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: HS305*  
This course defines, explains and explores the customary activities of the manager in healthcare – planning, organizing, decision making, staffing, motivating and budgeting. These activities are presented with detailed examples drawn from a variety of health care settings. Students will learn proven management concepts, techniques, models and tools for managing individuals or teams.

HS320 Law and Ethics in Healthcare  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisites: HS200, HS304*
The planning and delivery of health care is strongly affected by legal issues and ethical aspects of professional roles and care delivery in various settings. Basic legal and ethical principles will be presented and applied to selected scenarios to illustrate the role that the law and ethics have on health care practice. The regulation of health care at national and state levels will also be reviewed.

**HS321 Strategic Management in Healthcare**

3 Credit Hours (3 Theory Hours)

*Pre-Requisites: HS312, HS320*

This course focuses on past and present interventions that affect supply and demand for health care at community, state, regional, and national levels. Health planning and regulatory entities will be presented. Strategic management and program planning in the context of current economic and market conditions will be discussed and students will formulate practical implications based on current literature.

**HS330 Quality Assurance and Financial Management in Healthcare**

3 Credit Hours (3 Theory Hours)

*Pre-Requisites: HS310, ECN101, ACT101*

Health care organizations are committed to improving the quality and safety of services both to achieve their missions and to comply with various regulatory requirements. This course will review the major sources of quality and safety standards, present some of the major approaches to improving quality and safety, and discuss the role of all health care workers in creating a culture of safety. Leadership implications of the quality and safety of the environment, movement, and handling will be explored. This course also examines selected administration practices to prepare students for management roles including budget and finance. Considerations of differences between for-profit and not-for-profit organizations will be discussed.

**HS410 Evidence Based Practice in Healthcare**

3 Credit Hours (3 Theory Hours)

*Pre-Requisites: HS310, HS320*

Evidence-Based Practice (EBP) is a thoughtful integration of the best available evidence, coupled with clinical expertise. As such it enables health practitioners of all varieties to address healthcare questions with an evaluative and qualitative approach. This course allows the learner to assess current and past research, clinical guidelines, and other information resources in order to identify relevant literature while differentiating between high-quality and low-quality findings. The learner is provided the opportunity to utilize the five steps of the EBP model in exploring a healthcare question.

**HS420 Education in Health and Healthcare**

3 Credit Hours (3 Theory Hours)

*Pre-Requisites: HS304, HS310, COM101*

This course is offered to introduce the student to strategies for more effective health teaching as an intervention for promotion and maintenance of health as well as strategies to be applied to teaching and learning in healthcare occupations. Theories of adult learning will be introduced as well as good practices in both health education and healthcare education. Health literacy and
Curriculum development will also be content topics. The course prepares the student to pursue the educational track in the Independent Project/Practicum course.

**HS425 Operations Management in Healthcare**
3 Credit Hours (3 Theory Hours)
*Pre-Requisites: HS305, HS312, HS330.*
This course examines and applies management tools to healthcare systems and evaluates innovative new models of healthcare delivery. The course is organized around four key modules: (1) designing health care delivery systems, (2) capacity planning and decision making under uncertainty, (3) process failure, learning and improvement, and (4) innovations in health care. Case studies involve the key stakeholders in the healthcare industry.

**HS429 Collaboration and Management in Healthcare**
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: HS410*
This course will examine selected administration practices to prepare students for management roles including supervision and management of personnel, unions, strategic planning, departmental organization, goals, and plans of operation. Individual leadership styles and other assessment tools along with case studies of common challenges in health care environments will be presented. This course will also present a model for interacting with health care personnel with consideration of roles, expectations, communication, and mutual goal setting. Commonly used assessment skills such as general interviews, conflict resolution, and communication skills will be included as will more advanced professional interaction skills of conflict resolution, negotiation, and mediation.

**HS431 Health Policy and Professional Leadership**
3 Credit Hours (3 Theory Hours)
*Pre-Requisites: HS320, SOC400*
This course is designed to ensure that the baccalaureate-educated health care professional has a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. The learner will develop an understanding of the identification of healthcare issues, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of healthcare professionals, the laity and special advocacy groups. Emphasis is placed on the professional’s leadership role as a member of the profession.

**HS432 Primary, Secondary and Tertiary Healthcare Organizational Management**
3 Credit Hours (3 Theory Hours)
*Pre-Requisites: HS312, HS330, HS429, PSY310*
This course is designed to prepare the student for the Internship practicum course. Building upon the student’s basic knowledge of the functions of health care organizations and systems, this course focuses on specific topics and issues of management associated with ambulatory care services (primary), hospitals (secondary), and long-term care facilities. For each delivery setting, students will explore financial issues, governmental rules and regulations, approval or accreditation, reimbursement and third party payers, and human resources topics and issues.
HS440 Leadership for Healthcare Professionals  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisites: HS431*

This course focuses on leadership and managerial roles and responsibilities, with particular emphasis on organizational design, theory, and behavior. Human resource management, team leadership, and strategies for promoting employee motivation, loyalty, and productivity will be discussed. Other topics to be discussed include financial and budgetary considerations, public relations, marketing, and quality and productivity.

HS450 Independent Project/Management Internship  
(For students enrolled in the BSHS completion degree program only)  
6 Credit Hours (2 Theory Hours, 4 Practicum Hours)  
*Pre-Requisites: HS200, HS299, HS320, HS410, HS420; enrollment in the BSHS completion degree program*

*Pre-or co-requisite: HS330, HS429*

This course provides the learner, who is a health care practitioner, the opportunity to explore and prepare for an expanded role in the health care and/or health care education environment. Practitioners with a Bachelor of Science Degree in Health Sciences, combined with an Associate Degree in an allied health profession are qualified to continue their practice as a clinician, educator and/or administrative manager. In order to better prepare the graduates for an expanded role, the student in the final semester of the program is required to select a functional practice role of interest as a clinician, an educator or as an administrative manager. The student works closely with a full-time faculty member to fully explore the selected functional practice role including appropriate role function professional literature which becomes the basis for a scholarly project associated with the functional role. The student is also assigned a mentor in the practice area to work with closely to gain an understanding of the role requirements. The student will be paired with either a clinician, an educator or a clinical manager. A mutually agreed upon mentor/student learning contract will be signed by both parties and approved by the Program Coordinator.

HS455 Healthcare Management Internship I  
6 Credit Hours (2 Theory Hours, 4 Practicum Hours)  
*Pre-Requisites: Satisfactory completion of all other courses in the four year Health Sciences curriculum*

*Pre-or Co-Requisite: HS440*

This course provides the student with the opportunity to integrate and apply previously learned healthcare management knowledge and skills in one or more healthcare organizations. The student will become part of a healthcare organization, working closely with professional managers. The student, faculty member and preceptor will mutually agree on the management area of study and the practicum setting.

HS456 Healthcare Management Internship II  
6 Credit Hours (2 Theory Hours, 4 Practicum Hours)  
*Pre-Requisite: HS455*
This course is a continuation of HS455 I and allows the student to further integrate and apply previously learned healthcare management knowledge and skills in one or more additional healthcare settings. Seminars allow students to share experiences and individual discoveries.

HS457 Healthcare Management Internship III
6 Credit Hours (2 Theory Hours, 4 Practicum Hours)
*Pre-Requisite: HS456 Healthcare Management Internship II*
This course is a continuation of HS456 Internship II and allows the learner to further integrate and apply all previously learned healthcare management knowledge and skills in one or more additional healthcare settings.

HS490 Special Topics Seminar in Healthcare Management
2 Credit Hours (2 Theory Hours)
*Co-Requisite: Any of the Healthcare Management Internships*
This course provides the student with an opportunity to further explore topics, issues and trends relevant to healthcare management in which the student has a particular interest. Course expectations include extensive reading of scholarly professional journal articles and/or credible books on the subject of interest and a written summary/synthesis of findings. The student also will be required to use the written paper as a basis to make a presentation in class.

HST101 Eastern and Western Religions
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Admission to Methodist College*
This course is a humanities course in the Methodist College’s general education program. The course studies both Western and Eastern religions from an historical perspective that highlights the development and tradition of each. The students will also explore currents mode of worship developed within major religious traditions, such as Buddhism, Christianity, Confucianism, Islam, Judaism, Hinduism, Taoism, etc. The students will produce up to four papers and presentations.

HST301 Suffering and Forgiveness
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: HST101 or PHL101*
This is a humanities course in Methodist College’s general education program. This course is designed to involve the student in the study of different experiences of sufferings that individuals experience as a consequence of their belonging to a community. To such end, we will discuss philosophical texts that approach suffering and connect it with forgiveness, and we will apply these texts to three historical situations: slavery in North America, holocaust in Europe, and communist prisons in Romania.

HUM101 Storytelling and the Human Experience
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Admission to Methodist College*
This course is an introductory Humanities course in Methodist College's general education program. From cave drawings to the current multi-million dollar movie industry, people have a need to tell and experience stories. This course will explore and analyze our human need for
storytelling. Additionally, the course will acquaint the student with the major forms of artistic expression (e.g. painting, photography, sculpture, architecture, music, dance, literature, theater, film and television.) The course will focus on using the fundamental components and aspects of these various art forms to interpret the themes and importance of stories from different cultures. Community resources (e.g. local experts, museum exhibits, and cultural events) will be identified and employed to aid the students in understanding and experiencing the arts and storytelling.

**HUM301 The Legacy of Literature: Theme, Theory and the Humanities**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: ENG101 with grade of "C" or better*  
This course is an advanced humanities course in Methodist College's general education program. One, single piece of literature can permeate, influence, and affect culture, language, art and generations of people. This influential piece of literature, in turn, owes its creation to a myriad of factors that influenced its author. This course examines a culturally influential piece of literature, its ancestors (what influenced it: art, religion, history, politics, science, culture), and its offspring (what it influenced: art, religion, politics, science, culture) through the use of theme, theory and research. The course will employ several theories (such as systems theory, new historicism, etc.) to develop an in-depth analysis of the focal piece of literature, how it was formed, and what it helped to create. The course explores the interrelatedness of all aspects of the humanities to the focal piece of literature and current culture. Additionally, the course focuses on how the focal piece of literature has influenced and affected each student's views, ideas and beliefs.

**HUM302 A City Speaks: How Urban Landscapes Tell Their Stories**  
3 Credit Hours (3 Theory Hours)  
*ENG101 with a grade of "C" or better; minimum GPA of 2.5* (*for travel course only)*  
This course is an advanced humanities course in the Arts and Sciences curriculum. Every city has a story to tell; street names, architecture, sculpture, music, literature, traditions, cuisine, and residents are some of the voices a city uses to tell its story. Using a multi-theoretical methodology (systems thinking, narrative theory, ethnography, cultural analysis, etc.) the course examines the humanities in an urban context; especially how history, culture, and narrative find expression through the various “voices” of the city. Additionally, the course examines how an urban landscape affects beliefs, values, and cultures beyond its boundaries. In order to “hear a city speak,” the class will visit a particular urban landscape. The course also invites students to examine their own orientation toward a particular urban landscape and how these novel experiences reorient established beliefs and values.

**LIT101 Literary Expression and Genre**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: Admission to Methodist College*  
LIT101 is an introductory humanities course in Methodist College’s general education program. It instructs students in how to describe and critique literary works of various genre and traditions, including short story, essay, novel, novella, adaptation, poetry, script, and drama.

**LIT102 From Screen to Script**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: Admission to Methodist College*
This is an introductory humanities course in Methodist College’s general education program. It instructs students in how to appreciate, describe, critique, and analyze scripts and films of various genres and traditions, through exploring the many layers involved in the productions; additionally, the course explores how theatre evolved into the modern film, by examining the historical, literary, and social changes of the medium. A major focus of the course is the literary evaluation and analysis of scripts, both theatrical and cinematic. The course approaches the subject matter from a “reverse” view, starting with the final production and working backwards toward its origins; doing so creates a methodology of inquiry and discovery.

LIT103 Exploring Theme and Theory in Literature and Cinema
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course is an introductory humanities course in Methodist College's general education program. Common themes, throughout history and across cultures, involving the human experience occur in literature and cinema. This course will focus on a single theme, which varies by semester (e.g. revenge, honor, civil rights, mistrust of technology, etc.) and how it is used and interpreted in various literary and cinematic forms. This course explores the common literary components, themes, and elements in literature and cinema as well as the unique differences between literature and cinema, through close critical readings and viewings. It instructs students in how to appreciate, describe, critique, and analyze literature and cinema of various genres and traditions. An introduction to literary theories as a means of interpretation and understanding will also be a component of the course.

MA110 Foundations of Medical Assisting
3 Credit Hours (2 Theory Hours, 1 Lab Hour)
Pre-Requisite: HS100
This course introduces foundations of medical assisting. Students will incorporate cognitive knowledge in performance of psychomotor and affective competencies required for the profession. Students discuss the personal and professional characteristics and legal and ethical standards for medical assistants, explore aspects of professional and personal effective communication, understand the importance of nutrition and patient education and address practice management and preparation of entering the workforce.

MA150 Foundations of Clinical and Lab Procedures in Medical Assisting I
5 Credit Hours (1 Theory Hour, 2 Lab Hours, 1 Clinical Hour)
Pre-Requisites: BIO101, HS101
This course introduces basic clinical skills necessary for the medical assistant. Students will incorporate cognitive knowledge in performance of the psychomotor and affective competencies required for the profession. Aseptic practice for the medical office will be defined, basic patient interaction such as interviewing, obtaining and recording vital signs, assisting with basic physical exams and testing will be studied. Students will also learn and perform medication administration (excluding IVs) in the medical office. The medical assistant student will demonstrate knowledge of subject matters required for competency in the profession.
MA190 Foundations of Clinical and Lab Procedures in Medical Assisting II
3 Credit Hours (1 Theory Hour, 1 Lab Hour, 1 Clinical Hour)

Pre-Requisites: BIO101, HS101

This course incorporates basic clinical and laboratory procedures in the medical office necessary for the medical assistant. Students incorporate cognitive knowledge in performance of the psychomotor and affective competencies required for the profession. Emphasis is placed on enhancing competence in clinical and laboratory skills necessary for comprehensive patient care and strengthening professional communications and interactions. This course explores the clinical and laboratory functions of the medical practice. Presents topics including: medical office specialties, assisting with minor office surgeries, introduction to laboratory testing including CLIA waived tests and phlebotomy/venipuncture, performing electrocardiography and pulmonology function testing, physical therapies, and preparation of emergency situations.

MA200 Administrative Medical Assisting
3 Credit Hours (1 Theory Hour, 2 Lab Hours)

Pre-Requisites: MA110, BIO101, BIO102, HS100 and Co-requisite HS200

This course is designed to provide basic administrative skills necessary for the medical assistant. Students will incorporate cognitive knowledge in performance of the psychomotor and affective competencies required for the profession. This course includes principles and application of medical and financial record management and the role of the medical assistant in the front office. Students will demonstrate the ability to use basic electronic charting as well as computer-based billing, appointment scheduling, insurance processing for the management of the computerized medical office. Students will develop skills to meet competencies in reception techniques, professionalism, answering the phone, taking messages, performing clerical duties, filing, preparing a medical record, utilization of an electronic health record (EHR) and written communication. The students will demonstrate knowledge of subject matter required for competency in the profession.

MA210 Procedural and Diagnostic Coding and Reimbursement in Medical Assisting
2 Credit Hours (1 Theory Hour, 1 Lab Hour)

Pre-Requisites: HS100

This course focuses on the basic concept of various aspects of managing finances for the medical practice. This course will introduces the student to medical office finances beginning with an introduction to diagnostic and procedural coding and basic insurance reimbursement. This course explores the medical insurance system and related billing and coding, accounts payable and receivable, charges, payments, adjustments and banking procedures within the ambulatory care setting. Students learn how to complete and submit electronic and paper insurance claim forms, perform referrals, and apply the correct procedure and diagnostic codes. This course will incorporate cognitive knowledge and performance of the psychomotor and affective competencies required.

MA240 Medical Assisting Practicum
5 Credit Hours (1 Theory Hour, 4 Practicum Hours)

Pre-requisites: MA110, MA150, MA190

Co-Requisites: MA200, MA210
Students will participate in a medical assisting practicum with a minimum of 170 hours of unpaid clinical contact hours in an approved clinical affiliate practicum site. The course will emphasize critical thinking skills based on cognitive knowledge for competence in the Medical Assisting profession. For classroom instruction, students will focus on preparation for professional certification (CMA) through certification style practice exams and rationale for answers.

MAT090 Developmental Mathematics
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Appropriate placement score or administrative approval
Topics included in this course include number systems, base exponent, radicals; signed number operations; graphs; sets; unit conversion; operations with fractions, decimals, and percentages; geometrical figures in one and two dimensions; basic algebra; probability; and statistics. Calculators are not required, and may be used for only portions of the course material. Students can repeat the course once.

MAT101 Concepts of Math
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Appropriate placement score, MAT090 with a grade of “C” or better, or administrative approval
This course meets the quantitative reasoning requirements of the General Education Program: Elementary Skills and Facts, Number Sense and Estimation, Statistical Interpretation and Basic Probability, Consumer Mathematics, Interpreting Graphs and Mathematical Modeling. Topics covered will be selected from the following list: Logic and Reasoning, Basic Algebra, Set Theory and Logic, Measurements and Geometry, Statistics and Probability Theory, and Consumer Mathematics.

MAT150 Applied Statistics
3 Credit Hours (3 Theory Hours)
Course Prerequisites: Admission to RN – BSN program or department consent
This is a Statistics course that gives an understanding of statistics. Ideas to be studied will include sampling, summarizing and organizing data, probability, the normal curve, confidence intervals and hypothesis tests. In addition, two sample t-tests, chi-square tests and analysis of variance (ANOVA) will be introduced without studying details of how to run the tests. The class will examine published journal articles that utilize these tests to understand the importance of the tests and to critique the outcomes.

MAT201 Statistics
3 Credit Hours (3 Theory Hours)
Pre-Requisite: MAT101 with a grade of “C” or better
This is a practical introductory course in Statistics. It covers topics in descriptive and inference statistics, and probability theorem. Topics to be covered are descriptive statistics (Sampling, frequency distributions, graphs, measures of central tendency, location and, dispersion), Counting methods and basic probability theory (permutations, combinations, counting principles and laws of probability), Probability distributions (Binomial, normal distribution, t and z distributions random samples and sampling techniques, statistical inferences (estimation, Hypothesis testing, parametric tests) correlation and regression analysis.
MAT400 Statistics II
3 Credit Hours (3 Theory Hours)
Pre-Requisite: MAT201 with a grade of “C” or better
This course will review data analysis, frequency distributions, measures of central tendency, confidence intervals and hypothesis testing. In addition, we will cover 1 and 2 sample T tests, chi square distributions, F distributions, ANOVA, linear regression, multiple regression, analysis of covariance, and important nonparametric tests. The course will also teach students to analyze actual data files in the SPSS. (Statistical Package for Social Sciences) And students will read actual nursing journals and comment on the statistics involved.

NA150 Basic Nurse Assistant Training
7 Credit Hours (6 Theory Hours, 1 Clinical Hour)
Pre-Requisite: Admission to Methodist College
This clinical course is designed as an occupational preparation course for the Certified Nursing Assistant Certification. Students will study simple body structure and function, normal growth and development, principles of infection control, disease processes, and medical terminology. The student will receive skill training in patient-nursing assistant relationships; taking and recording vital signs; bathing, feeding, dressing and transporting patients in hospitals and nursing homes; and cardiopulmonary resuscitation. The course will also provide advanced skill training in catheter care, range of motion, bowel and bladder training, maternal and infant care, admission and discharge procedures and care of the dying. Upon completion of the nurse aide program, the student is eligible to take the nurse aide certification exam that leads to employment as a certified nurse aide.

N100 Nursing Seminar: Introduction to Nursing
2 Credit Hours (2 Theory Hours)
Pre-Requisite: Admission to Methodist College Pre-licensure BSN or Second Degree Accelerated BSN
This course will provide the learner with an introduction to baccalaureate nursing education as well as to contemporary professional nursing practice within a defined nursing framework. The course provides the learner with a historical perspective of the development of the profession as well as an opportunity to explore the discipline of nursing as an art and a science. Emphasis is placed on both the multi-dimensional client system and nursing role. In addition, the course includes content to promote the development of successful academic skills and tools to facilitate critical thinking. Opportunities to practice these skills are provided.

N120 Concepts of Health and Healthcare
2 Credit Hours (2 Theory Hours)
Pre-or Co-Requisite: N100
This non-clinical course introduces the learner to the concept of health as it applies to individuals, families and communities. The determinants of health and influence of culture and ethnicity are introduced and discussed. The basic tenets concerning promotion of health are examined across the lifespan. Lifestyle choices, such as nutrition and exercise, are studied in relation to optimal health. Basic growth and development and selected nursing theories are introduced and used to evaluate the concepts of health. In addition, the learner is introduced to the concept of health literacy and the nurse’s role as educator in the promotion of health. A case study project is developed by the learner to synthesize the concepts of the course.
N200 Health Assessment  
3 Credit Hours (2 Theory Hours, 1 Lab Hour)  
Pre-Requisites: BIO101, BIO102 in all BSN programs  
Pre-or Co-Requisites: Admission to the Second Degree BSN program  
Pre-Requisites: N100, N120 in the Pre-licensure BSN program  
Pre-or Co-Requisite: N211 in the Pre-licensure BSN program  
This course is designed to provide the learner the theoretical knowledge and clinical competency needed to determine an adult client’s current state of health in relation to the five dimensions of being: physiological, psychological, sociocultural, spiritual, and developmental. The learner experience focuses upon holistic assessment of the client system, utilizing the framework provided by Gordon’s Functional Health Patterns. Emphasis is placed on communication, data collection, interpretation, documentation, collaboration, education, and evaluation of physical, psychosocial findings. An introduction to the interpretation of lab values and diagnostic tests, as relevant to the health patterns, will be provided. The learner is provided with multiple opportunities in the laboratory setting to develop the assessment skills.

N211 Standards of Nursing Practice  
2 Credit Hours (2 Theory Hours)  
Pre-or Co-Requisites: Admission to the Second Degree BSN program, BIO101, and BIO102  
Pre-Requisites: N100, N120 in the Pre-licensure BSN  
This non-clinical course will provide the learner with the opportunity to investigate ethical and legal issues that influence the standards of nursing practice. Ethical issues, that will be discussed, are frequently encountered by nursing personnel, but also involve the entire multidisciplinary team. Historical perspectives as well as the learner role, both personally and professionally, will be examined. Legal standards and professional issues are reviewed, as well as the use of the Ethical Decision Making process. Ethical issues and legal aspects will be addressed across the life span, including infant, child, adolescent, adult and the elder population.

N232 Dimensions of Holistic Nursing (Formally N231)  
6 Credit Hours (4 Theory Hours, 2 Clinical Hours)  
Pre- or Co-Requisites: Admission to the Second Degree BSN program, BIO101, and BIO102  
Pre-Requisite: N100, N120 in the Pre-licensure BSN program  
Pre-or Co-Requisite: N200, N211 in the Pre-licensure BSN program  
This course introduces the learner to nursing as a caring profession predicated on the ethic of care in which caring is viewed as a moral imperative. The course approaches holism from a systems perspective and applies the concept of holism to both the client system and the nursing role, emphasizing the multidimensional role of the nurse within the concept of care. The nursing role dimensions of provider of care, communicator, educator, and advocate are explored within the context of the physical, psychological, sociocultural, developmental, and spiritual dimensions and needs of the client system. The learner is introduced to the nursing process as a means of providing holistic nursing care, based on the multidimensional needs to the client system within a framework of functional health patterns, to assist the client system in attaining, maintaining, or regaining wellness. The course emphasizes and explores the unique needs of the older adult and the associated nursing care. Through development of an accurate understanding of terminology used in health care, the learner will be equipped to begin use of appropriate terminology in
nursing. Laboratory and clinical experiences allow the learner to examine the scope of professional nursing practice; the opportunity to practice providing safe, basic client care and skills; and to develop beginning level skill in therapeutic communication. The learner is expected to achieve competency in select, fundamental psychomotor nursing skills and basic mathematical calculations used in nursing practice.

**Please see Nursing Progression – Non-progression policies in the Nursing section of the Student Catalog.**

N235 Foundations and Fundamentals of Nursing Practice
6 Credit Hours (4 Theory Hours, 2 Clinical Hours)
*Pre-Requisite: Failure to achieve a Level 2 or 3 on the ATI Fundamentals Proctored Examination at the completion of N232*

This clinical course is designed as an enhancement course to review and focus on the integration of critical knowledge and application principles specific to the general education core courses and lower division level nursing courses. The course is intended to strengthen the student’s knowledge, skills, and attitudes required for success in upper division nursing courses. The student must achieve a minimum grade of “C” in the course. **Please refer to the Nursing Progression and Non-Progression policies in the Nursing section of the Student Catalog.**

N304 Transcultural Nursing
(Cross-Listed with HS304 Transcultural Healthcare)
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Completion of all coursework in the lower level of the Four-Year Pre-licensure BSN program track.*

This course will increase the student’s understanding of cultural influences upon the students and clients (individuals, families, groups, and community) perceptions, values, and beliefs concerning health, illness, and healing. Meanings associated with cultural phenomenon, traditions, practices, and rituals will be explored to provide a context to clients’ responses to health, health challenges, and nursing care. In addition, the student will develop an increasing awareness of the critical role a person’s culture plays in maintaining, retaining, or attaining wellness.

N313 Pathopharmacology in Nursing Practice
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Completion of all coursework in the lower level of the Four-Year Pre-licensure BSN program track.*

This course builds upon selected areas of general education knowledge as well as basic knowledge of nursing, health and illness, and nursing care. It is an integrated course which introduces the mechanisms and theories related to physiologic regulatory processes, the development of commonly occurring health deviations, and the pharmacodynamic effects of therapeutic medication on the human body. The nursing process provides the learner with the theoretical basis for making pharmacotherapeutic inferences relative to pathophysiologic data. The collaborative role of the nurse in the context of the multidisciplinary team and use of the nursing process are emphasized in developing a comprehensive approach to the clinical applications of medication therapy. The legal and ethical aspects of safe medication administration and client education are also examined.
N321 Nursing Care of the Family as a Client System  
2 Credit Hours (2 Theory Hours)  
*Pre-Requisite: Completion of all lower level nursing courses*  
This course will provide an in-depth study of concepts, theories, research, issues, trends, and public policy relevant to families. Emphasis will be placed on developing a theoretical basis for intervention with families in need of healthcare in various settings.

N331 Research: Overview of Evidence-Based Practice in Professional Nursing  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: N232 (Formally N231)*  
The course focuses on the beginning level competencies the student needs in order to effectively use and communicate the process of scientific inquiry as the basis for professional nursing practice. Opportunities are provided for the student to apply evidence-based practice and the research process to critically read and analyze nursing research studies. A general understanding of and appreciation for research is provided. In this course the students will be exposed to an overview of evidence-based practice and research, consider ethical aspects related to the conduct of research, and explore processes related to qualitative and quantitative research.

N342 Mental Health in Nursing Practice  
5 Credit Hours (3 Theory Hours, 2 Clinical Hours)  
*Pre-Requisites: Completion of all lower level of the four-year pre-licensure BSN program, N313, N361*  
This clinical course is designed to assist learners with the development of theoretical knowledge and skills needed to support various client systems in attaining and maintaining optimal mental health and wellness. Emphasis is placed on assessing diverse client populations, utilizing therapeutic communication, and selecting culturally-appropriate nursing interventions to support adaptation within client systems. The learner relates with the clients in a variety of mental health settings and milieus.

N361 Health Alterations in Nursing Practice  
6 Credit Hours (4 Theory Hours, 2 Clinical Hours)  
*Pre-Requisite: Completion of all coursework in the lower level of the four-year pre-licensure BSN program*  
*Pre- or Co-Requisite: N313*  
This clinical course focuses on the care of adult clients who are experiencing alterations in patterns of health. Learners will utilize the nursing process to plan therapeutic nursing interventions to optimize the individual client’s health. This course provides the learner a variety of experiences in providing holistic care, provision of safe, effective, and culturally-appropriate care, and health promotion and disease prevention. Major concepts taught include Gordon’s Functional Health Patterns and the Living Systems Theory which involves how the environment and a client’s internal system is affected by an alteration of health.

N371 Pediatrics in Nursing Practice  
3 Credit Hours (2 Theory Hours, 1 Clinical Hour)  
*Pre-Requisites: Completion of all coursework in the lower level of the four-year pre-licensure BSN program, N313, N361*  
*Pre- or Co-Requisites: N321*
The course provides the learner the theoretical knowledge to apply the nursing process to culturally diverse family client systems during childrearing. Child development and the effects of childhood disease and compromise on the family system are presented. Selected health issues for pediatric clients with an emphasis on primary prevention will also be examined. The clinical component will provide for correlation of theory to practice in the community, as well as the acute care setting.

N372 The Childbearing Family in Nursing Practice
3 Credit Hours (2 Theory Hours, 1 Clinical Hour)
Pre-Requisite: Completion of all coursework in the lower level of the four-year pre-licensure BSN program, N313, N361
Pre- or Co-Requisite: N321
This course provides the learner the theoretical knowledge to apply the nursing process to culturally diverse family client systems during childbearing. The pregnancy experience from conception through recovery and newborn care will be explored. Selected health issues for women with an emphasis on primary prevention will also be examined. The clinical component will provide for correlation of theory to practice in the community, as well as the acute care setting.

Nursing Practice – Special Topics
1-3 Credit Hours

N391C Nursing Topics: Career Exploration
1 Credit Hour (1 Theory Hour)
Pre-Requisite: Completion of all lower level nursing courses
This non-clinical course is designed collaboratively between the student and a faculty member. The purpose of the course is to allow the student to select an area of nursing practice, subject, or population of interest to develop additional knowledge or skills relative to a future career in nursing. The number of credit hours assigned to the course is predetermined and depends upon the course objectives, desired course outcomes, and required assignments. This course as a degree requirement may be substituted with a N390 elective. Student will be required to complete 30 hours of coursework for each credit hour of independent study.

N391SL Nursing Topics: Service Learning
1 Credit Hour (1 Theory Hour)
Pre-Requisite: N232
This course introduces students to academic service learning. Focus is on participating in experiences in the community that reinforce skills and concepts addressed in nursing courses by actively participating in meaningful civic service experiences that meet community needs. Through the service learning, students take what they have learned and apply their learning in a real-world context. Through interactions with community agency, discussions, and reflection activities students gain an increased understanding of them self in relationship to others. Service learning combines community service with critical reflection and analysis. Through service learning experiences, the community becomes a classroom in which students work with members of the community to address community issues and needs and build on community strengths and assets. The course integrates the values of the college to create a community partnership that develops an understanding of social responsibility, leadership and academic learning.
N392 Geriatric Nursing
Credit Hours (2 Theory Hours)
This course is designed to provide the learner with the theoretical knowledge of the aging population. During the course the learner will apply a critical thinking framework in evaluating best practice in geriatric care. Understanding the role of theories on aging as well as how health promotion and disease prevention strategies affect care of geriatric populations will be incorporated. Psychological stressors and end of life issues are also discussed as well as the role an interdisciplinary approach plays in geriatric nursing care.

N392SL Nursing Topics: Summer Camp
2 Credit Hours (2 Theory Hours)
Pre-Requisite: N232
This course introduces students to academic service learning. The Methodist College student will serve as role models and mentors throughout a week long summer camp for middle school children. The intent is to expose campers to practical learning experiences and offer real-life situations where new knowledge can be practically applied while meeting needs in the community. Simultaneously, the camp creates an interactive experience between two groups of students: the middle school age camper and the college students who are teaching the camp. Each day the Methodist College students will teach a concept related to Health Promotion for part of the day, and then apply that knowledge together with the campers during volunteer projects at local nonprofits and community organizations. Methodist College students will gain crucial experience in educating children, serving diverse clientele and service learning. Nursing theory content is applied in a real-world context. Through interactions with campers, discussions, and reflection activities students gain an increased understanding of them self in relationship to others. The course integrates the values of the college to create a community partnership that develops an understanding of social responsibility, leadership and academic learning.

N393P Nursing Topics: Palliative Care in Nursing Practice
3 Credit Hours (3 Theory Hours)
Pre-Requisites: Completion of all Lower Level Nursing Courses
Course objectives and content are from the End of Life Nursing Education Consortium (ELNEC) curriculum and used with the permission of City of Hope National Medical Center and the American Association of Colleges of Nursing. The course introduces the learner to the importance of provision of palliative care and the nurse’s role within an interdisciplinary team who is working to enhance the client’s quality of life.

An overview of the concepts, definitions, and principals involved in hospice and palliative care are examined. The basic principles of pain management at the end of life and assessment and management of symptoms common in advanced disease are reviewed. Students explore useful resources which help provide individualized palliative or end of life care while addressing key ethical, legal, cultural, and spiritual issues and concerns. Complexities and importance of effective communication with patients and significant others while providing end-of-life care are explored. Challenging aspects of grief, loss, and bereavement of patients and their significant others, as well as the loss experiences of healthcare professionals, are discussed. Emphasis is placed on support for the nurse providing palliative or hospice care.
N393S Nursing Topics: Spirituality in Nursing Practice
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Completion of all lower level nursing courses
This course, using Gordon’s Functional Health Patterns, will provide students with the opportunity to explore the topic of spirituality in nursing and health care to enhance their roles as practicing nurses. This course is to help students learn how to provide holistic care of spiritual needs to individuals and families. Spirituality, as a client variable, moves the client system toward well-being through spiritual energy. This course will explore the world of spiritual care and what it means to nursing practice. This course will show how nursing assessment, diagnosis, planning, implementation, and evaluation fit within a spiritual content.

N400 Integration of Foundational Concepts for Professional Nurses Working in a Global Healthcare Setting
RN to BSN Program
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to the Methodist College RN to BSN Program
This 16-week, web-based course explores the foundational concepts for professional nurses who work in a global healthcare setting. The course will build upon the knowledge, skills and competencies previously acquired through an accredited Associate Degree in Nursing (ADN) or nursing diploma program. The AACN’s (2009) “Essentials of Baccalaureate Education for Professional Nursing Practice” and the Quality and Safety Education for Nurses (QSEN) provide the frameworks for the essentials and competencies embedded within this course. The course was created in a modular format with sub-sections to include relevant topics based on the context, dimensions, and themes in professional nursing practice. Effective professional communication, role differentiation, teamwork and collaboration, evidence-based practice, patient-centered care, quality improvement, as well as the management of information and technology are examples of these sub-sections.

Of note, 3 credit hours of experiential learning credit are available for this course; satisfied through the completion of an E-portfolio. The E-portfolio must meet the designated learning outcomes for the course. The N400 faculty member will oversee deadlines and grading of any submitted E-portfolios.

N421 Population Health Nursing
5 Credit Hours (3 Theory Hours, 2 Clinical Hours)
Pre-Requisites: N313, N321, N361
The Population Health course introduces students to concepts in population-centered nursing based on populations possessing similar health concerns or characteristics. Students will assess a population’s needs and address the broad determinants of health across all levels including local, state, national and global. Emphasis is placed on nursing care to populations that focus on topics including vulnerable populations; population health assessment; health promotion, and public health nurse settings and functions. Students will explore and discuss the concepts of adaption, caring, culture, ethics, law, lifespan, role, and science as they apply to groups of people rather than to sick individuals. All levels of prevention strategies for populations at risk are emphasized with preference for primary prevention to promote and protect health and prevent disease across the lifespan.
N426 Evidence-Based Practice  
RN to BSN Program  
4 Credit Hours (4 Theory Hours)  
*Pre-Requisite: Admission to Methodist College in the RN-BSN program*  
This course is an extension of basic research and utilization methods. The focus is on preparing the student for leadership in the application of nursing research to evidence-based nursing practice. Students will identify a clinical problem or issue from their practicum site in the N480 course that warrants a systematic appraisal of the relevant literature to inform clinicians, critically appraise the evidence, and translate the findings into clinical practice, thus allowing practical application of the process.

N431 Health Policy and Professional Leadership  
(Cross-Listed with HS431 Health Policy and Leadership)  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: Completion of all coursework in the lower level of the four-year pre-licensure BSN program and N361*  
This non-clinical course is designed to ensure that the baccalaureate-educated student has a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. The learner will develop an understanding of the identification of health care issues, how healthcare policy is both developed and changed and how the process can be influenced through the efforts of healthcare professionals, government, the laity and special advocacy groups. Emphasis is placed on the professional healthcare role as Member of the Profession.

N431 Health Policy and Professional Leadership: Travel Learning Experience-Washington, D.C.  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: Completion of all coursework in the lower level of the four-year pre-licensure BSN program and N361*  
This non-clinical course is designed to ensure that the baccalaureate-educated nurse has a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. The learner will develop an understanding of the identification of healthcare issues, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of nurses, other healthcare professionals, the public and special advocacy groups. A Washington, D.C. travel-learning experience will provide students with a chance to visit legislators, policymakers and interest groups who are influential in setting the direction of the nation’s healthcare agenda. This locale will also provide students with the opportunity to visit Presidential monuments, museums and sites that are associated with historical events that can be related to health, healthcare and nursing. Washington, D.C. provides a background of the historical past, the present, and allows students the opportunity to consider the future of professional nursing.

N431 Health Policy and Professional Leadership  
RN-BSN Program  
3 Credit Hours (3 Theory Hours)  
*Course Prerequisites: Admission to Methodist College*
This non-clinical course is designed to ensure that the baccalaureate-educated nurse has a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is structured. The learner will develop an understanding of the identification of healthcare issues, how healthcare policy is both developed and changed, and how that process can be influenced through the efforts of nurses, other healthcare professionals, the laity and special advocacy groups. Emphasis is placed on the professional nurse’s role as member of the profession.

N432 Complex Health Alterations in Nursing Practice
6 Credit Hours (4 Theory Hours, 2 Clinical Hours)
Pre-Requisite: N313 and N361
Pre-or-Co-Requisite: N321
This course is a means to explore and provide care for complex clients, across various clinical practice settings. Students will utilize the Living Systems Theory as a means to correlate internal and external stimuli related to complex alterations in health. Gordon’s Health Patterns and Living Systems Theory are utilized to analyze data and assessments to identify the nursing diagnosis and to develop a plan of care. Special attention is given to health patterns and the Living Systems Theory which includes person and environment. Students integrate prior learning from previous courses which develop the body of knowledge and skills required to care for complex clients. A concurrent clinical component enables students to apply theory to practice.

N445 Internship and Management in Nursing Practice
7 Credit Hours (3 Theory Hours, 4 Internship Hours)
Pre-Requisites: N304, N313, N331, N342, N361, N371, N372, N421, N432
Pre-or Co-Requisite: N450
The outcomes of the course are intended to facilitate and prepare the baccalaureate-prepared generalist nurse to practice within complex healthcare systems and assume the roles of provider of care, manager of care, and member of the profession. Students will become familiar with the health system and its sub-systems. Students will utilize functional health patterns to provide comprehensive health assessment. By the end of the course, student will utilize Gordon’s Functional Health Assessment to develop a case study that incorporates the nursing process and care planning. The students will use evidence-based practice tools as they use an evidence-based practice model to complete a critical analysis project concerning an important nursing issue. The clinical component is an immersion experience that provides the student the opportunity to build clinical reasoning and self-confidence. The skills associated with interdisciplinary team collaboration and effective management of nursing care and healthcare delivery are emphasized. The student will work in collaboration with a nurse preceptor to provide care for clients in acute care environments. This course will be blended with some online components.

N450 Leadership and Management of Trends, Issues, and Theories in Nursing Practice
3 Credit Hours (3 Theory Hours)
Pre-Requisites: N331, N342, N361, N371, N372, N421
Pre-or Co-Requisite: N432
This non-clinical course is offered at the senior level of the undergraduate curriculum. The content is aimed at examining leadership roles and management functions in professional nursing practice. The focus is on the dynamics of healthcare, the transformation of nursing practice
through effective leadership and management principles, ethical and legal influences and
determinants that impact delivery, and outcomes of health care within the expanding healthcare
environment. The course generates a spirit of inquiry for the future nursing leadership roles in
nursing science, practice, and education.

N455 Population Health and Nursing Practice Course and Practicum
RN to BSN Program
6 Credit Hours (4 Theory Hours, 2 Practicum Hours)
Pre-Requisite: Admission to Methodist College in the RN-BSN program
This course introduces the student to concepts in population-focused nursing, community health
and public health with emphasis on nursing care to populations theories from nursing, public
health, and social and behavioral sciences are utilized to analyze and develop competent nursing
care for total populations or families. Primary prevention strategies for populations at risk are
emphasized to promote and protect health, and prevent disease across the lifespan. Local, state,
and national health policies, as well as political and economic influences will be incorporated in
understanding community health.

The course includes a practicum where the student integrates concepts from theory within a
health care environment. Theory and practicum are designed to build on the student’s
professional experience and to prepare them for population-focused practice in
community/public health setting where they can meet the health needs of the community. The
practicum is accomplished with 30 hours of practicum experience that is overseen by the
instructor and developed and designed in collaboration with the student.

N470 Organizational and Systems Management for Quality Outcomes
RN to BSN Program
6 Credit Hours (6 Theory Hours)
Pre-Requisites: Admission to Methodist College
This non-clinical course is designed to increase the student’s knowledge and skill in
understanding the nurse’s role in the integration of health information systems, quality and safety
improvement and outcomes. Systems theory and its significance to nursing care will also be
explored as well as issues and trends affecting health care delivery and nursing practice.
Competencies outlined by the Institute of Medicine are also incorporated into the course in
informatics and quality and safety.

N480 Management and Collaboration in Nursing Practice Course and Practicum
RN to BSN Program
6 Credit Hours (4 Theory Hours, 2 Practicum Hours)
Pre-Requisites: N393, N400, N431, N455, N470
Co-Requisites: N426
This course and practicum are intended to facilitate understanding of the many facets of
nursing’s leadership and management role in collaborative inter-disciplinary relationships, as
well as the nursing’s role in promoting patient safety, and fostering a nurturing and supportive
work environment. This requires understanding of change and conflict theories and strategies as
well as understanding the forces behind work place violence and its devastating effects on
nursing practice. Understanding the role nursing will play in the community as patient care
moves out of acute care areas.
N499 Work Study Specialty Internship
(Cross-listed with N393: Nursing Topics)
3 Credit Hours (3 Practicum Hours)
*Pre-Requisites: N304, N361, N331, N342, N370, N421, and N432*

The outcomes of the course are intended to facilitate and prepare the baccalaureate–prepared student nurse at the end of the program of study to practice in a specialty area of their choice within a complex healthcare system and assume the roles of provider of care, manager of care, and member of the profession. The student will work in collaboration with a nurse preceptor to provide care for clients in acute care environments. The primary goal of this cooperative work study program is to provide the undergraduate student experience in specialized areas of care that are not a part of the regular internship/management course to gain the knowledge and skills that expand their individual strengths to prepare the student for potential employment in the specialty area.

PH101 Public Health
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Admission to Methodist College BSHE Generic Degree Program*
An introductory overview course designed to introduce the historical and modern development of public health and its effort to improve the health of a population. Explores influences on and determinants of health as well as the basic organization of health care and public health systems. The interdisciplinary contributions of a range of disciplines and professions to improving health is examined.

PH102 Public Health: Epidemiology
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: PH101*
An introductory course illustrating the scientific method and designed to integrate such skills as quantitative thinking, inquiry and analysis, and teamwork. Explores the application of epidemiologic methods to basic and clinical sciences as well as the finds from investigations and analyses to policymaking.

PH103 Public Health: Global Health
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: PH102*
An introductory course focused on applying public health principles in developing as well as developed countries. Proposed basic frameworks for understanding global health issues and the improvement of health at a population level. Examines the “burden” of morbidity and mortality. Explores collaborations for improving health globally.

PHL101 Philosophical Inquiry and Modalities
3 Credit Hours (3 Theory Hours)
*Pre-Requisite: Admission to Methodist College*
PHL101 is a humanities course in the Methodist College’s general education program. This course is designed to involve the student in the study of the fundamental questions of philosophy: nature of truth; nature of identity; logical reasoning; ethical and aesthetic values; religious belief systems. The students will evaluate influential answers that have been given to these questions by thinkers such as Plato, Descartes, Hume, Kant, or Mill. The course emphasizes the requirements of producing clear and consistent ideas.
PHL300 Applied Ethics
3 Credit Hours (3 Theory Hours)
Pre-Requisite: PHL101 or completion of a lower division philosophy course
PHL300 is an upper level general education course at Methodist College. This course is designed to involve students in the application of philosophical ethical theories to case studies. To this end, the course is structured in two parts. During the first part (two thirds of the semester), students are engaged in theoretical studies, analyzing virtue theories, consequentialist theories, or duty theories. During the second (one third of the semester), each student will work on a project in which he or she will analyze a case study by applying the various ethical theories discussed during the first part of the course. The project may be individual or group work.

PHL301 Philosophy of the Human Psyche
3 Credit Hours (3 Theory Hours)
Pre-Requisite: PHL101
This is a humanities course in Methodist College’s general education program. This course is designed to involve the student in the study of the development of the concept of psyche, or soul. To such end, different theories regarding what it is to be a human being will be discussed. The course is an excursion into metaphysics, at least in how it was understood by the ancients: the science of what is real. At the same time, it is also a course in the history of philosophy and how the use of psyche has changed from Homer to modern thinkers. In the process of analyzing psyche, topics such as the good life for a human being, the problem of akrasia (the modern “weakness of will”), and how humans of the 21st century can relate to other human beings will be analyzed. The course emphasizes the requirements of producing clear and consistent ideas.

PHL302 Sacrifice in Literary, Philosophical, and Biblical Writings
3 Credit Hours (3 Theory Hours)
Pre-Requisite: PHL101
This is an upper level course in General Education. The course is designed to help students understand the concept of sacrifice by looking at writings from various fields. To such end, the students will study tragedy, Biblical writings, and philosophical treatises. The readings could range from Greek tragedies to the theater of the absurd, from Ancient philosophy to contemporary continental philosophy, from the Old Testament to the New Testament. The students will also read articles on reading and analyzing a philosophical text.

POL101 Political Science, Advocacy, and Civility
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
Through the study of Civics and American government, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. They will also explore the complex challenges that affect our communities today and are introduced to theories, strategies, and tools for community development and positive social change.

PSY101 Psychological Inquiry and Applications
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course introduces the student to the critical examination of mental processes and behavior. Topics include the nature of psychological science and evaluating scientific research, biological foundations of behavior, sensation and perception, learning and memory. The topics of language and thought, intelligence, and cognitive abilities, motivation and emotion, personality, developmental and social psychology, psychopathology and psychotherapy are also covered. An emphasis on the interpretation of information and observations and developing scientific literacy is evident throughout the course.

**PSY201 Developmental Psychology**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: PSY101*  
In this course, students examine theory and research on psychological development through the lifespan, focusing primarily on the experience of nature as a critical component in human physical, emotional, intellectual, and moral development. This course begins with an overview of developmental theories, approaches and research methods; then students explore chronologically the development of the individual through five major periods of life: infancy, early childhood, middle childhood, adolescence and emerging adulthood, and old age.

**PSY301 Abnormal Psychology**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: PSY101*  
A study of the dynamics, etiology, prevention and overview of treatment of abnormal behavior, including the anxiety and psychosomatic disorders, mood disorders, social and interpersonal disorders, psychoses, substance abuse disorders, and other abnormal personality patterns.

**PSY302 Adult Development and Aging**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: PSY101*  
This course is an examination of the psychological, social and biological influences that affect the human life course from young adulthood to old age. The topics covered may include memory and intellectual functioning, personality and social relationships, physical and emotional health, and life transitions.

**PSY303 Death and Dying**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: PSY101*  
This course is concerned with a consideration of death and the dying process from the perspective of psychology. Learners have the opportunity to read and discuss issues relevant to the major topic.

**PSY310 Organizational Behavior**  
3 Credit Hours (3 Theory Hours)  
*Pre-Requisite: PSY101*  
This course simultaneously integrates the study of organizational behavior and organization theory. While acknowledging that human behavior is influenced by the system in which it occurs, here the healthcare system, this course has been designed to assist the upper level student in considering what must be done to motivate and lead very diverse groups of people in a constantly changing environment. By focusing on theory, the student will have the opportunity to
understand the development of current theories about what people do, why they do it, and then apply this knowledge to possible intervention strategies to improve what people do. This course will introduce the student to concepts in both individual and group behavior. It will cover topics such as such as individuals’ perceptions and attitudes, diversity, communication, motivation, leadership, power, stress, conflict management, negotiation models, group dynamics, team building, and managing organizational change.

PSY401 Health Psychology
3 Credit Hours (3 Theory Hours)
Pre-Requisites: PSY101
This course explores the biological, psychological and social interactions that influence an individual’s state of health and illness. Stress, pain, cardiovascular risk, cancer, chronic illness, and addictive behaviors are examined for associated impact on health.

SOC101 Social Forces
3 Credit Hours (3 Theory Hours)
Pre-Requisite: Admission to Methodist College
This course is a social science course in Methodist College's general education program designed to introduce students to the sociological perspective including the sociological view on culture, socialization, the social structure, and research. The course also introduces students to various sub-disciplines in sociology including, but not limited to, deviance, social stratification, collective behavior and social movements, and social institutions.

SOC400 Social, Economic, and Political Influences on Healthcare
3 Credit Hours (3 Theory Hours)
Pre-Requisite: SOC110
This course introduces the foundational and integrated theories and research related to the interface between social sciences and public policy. Topics to be considered in this upper-level seminar are economics and cultural power; healthcare reform, health economics and health policy; healthcare markets; agency; training and socialization of healthcare professions; comparisons between the US healthcare system and other systems from an economic and political perspective; socio-economics of healthcare access and inequality and the role of the political system in preserving these inequalities; sociological analysis of health and illness.

SW170 Concepts of Social Work
3 Credit Hours (3 Theory Hours)
Prerequisite(s): Admission to Methodist College
This course provides a basic overview and introduction to Social Work Practice. Introduced will be the historical context of the development of social work, formation of social welfare policies and actions, and the many roles of the social work professional.

SW270 Foundations of Social Work
3 Credit Hours (3 Theory Hours)
Prerequisite(s): Admission to Methodist College
This course provides an exploration of areas of Social Work Practice, including a review of major systems such as mental health, child and family, community organization. This course will lay the foundation for students to understand work within a multicultural context and the implications of social work practice amongst different constituencies.
SW271 Service Learning within a Social Work Environment  
3 Credit Hours (3 Theory Hours)  
*Prerequisite(s): Admission to Methodist College*  
This course introduces students to academic service learning. Focus is on participating in experiences in the community that reinforce skills and concepts addressed in social work courses by actively participating in meaningful civic service experiences that meet community needs. Through the Service Learning Practicum, students take what they have learned and apply their learning in a real-world context. Through interactions with community agency, discussions, and reflection activities students gain an increased understanding of themselves in relationship to others. Service learning combines community service with critical reflection and analysis. Through service learning experiences, the community becomes a classroom in which students work with members of the community to address community issues and needs and build on community strengths and assets. The course integrates the values of the college to create a community partnership that develops an understanding of social responsibility, leadership and academic learning.

SW272 Contemporary Social Issues  
3 Credit Hours (3 Theory Hours)  
*Prerequisite(s): Admission to Methodist College*  
Students utilize a variety of social science perspectives to develop a broad understanding of complex social issues such as racism, poverty, substance abuse, violence, medical care and the environment. Issues are presented at local, national and international levels to illustrate how problems are connected as well as addressed by networks of public, private and nonprofit service providers. This course will offer many opportunities for the social work student to place themselves within this complex web of problems and issues in order to understand their role as a change agent.

SW273 Cultural Humility in Social Work Practice  
3 Credit Hours (3 Theory Hours)  
Students in this course will gain an understanding of the construct of cultural humility and how to apply this other-oriented approach in their social work practice. Students will examine ways to achieve cultural humility through suspending their own knowledge and assumptions about individuals, groups and communities based upon what they think they know or have generalized about such culture. Students will also learn about power imbalances, accountability and critically assess themselves and their ability to focus on others through self-reflection.

SW310 Research Methods  
(Cross-listed with HS 310 Research in Healthcare)  
3 Credit Hours (3 Theory Hours)  
The course focuses on the beginning level of competencies the student needs in order to use the process of scientific inquiry as the basis for professional practice. A general understanding of and appreciation for qualitative and quantitative research is provided. Opportunities are provided for the learner to critically read and analyze research studies.

SW320 Foundations of Social Work with Individuals and Families  
(Cross-listed with BH320 Foundations of Counseling & Psychotherapy)  
3 Credit Hours (3 Theory Hours)
The course examines the major theoretical counseling and psychotherapy orientations with an emphasis on the application of each theory to the treatment of addiction and behavioral health disorders as these apply to individual and family systems. Theories and their related therapeutic approaches considered include Psychoanalytic theories, Adlerian theory, Existential Theory, Person-Centered Theory, Gestalt Theory, Behavioral Theory, Cognitive-Behavioral Theory, Reality Theory, Feminist Theory, Post-modern approaches to counseling/psychotherapy theoretical speculation and Family-Systems Theory.

**SW334 Case Management in Social Work**  
(Cross-listed with BH334 Case Management)  
3 Credit Hours (3 Theory Hours)  
This course integrates case management theory and practice as it is applied to individuals, agencies and communities. Students will learn core case management components and practice skills in assessment, planning, linking, monitoring, recording and evaluating client care. Issues of diversity, community resources, and the various arenas of case management will be explored. Case studies will be reviewed and discussed using “best practice” models. Focus will be placed on the role of case management in mental health and addiction treatment programs.

**SW335 Social Work in Groups**  
(Cross-listed with BH335 Group Counseling)  
4 Credit Hours (4 Theory Hours)  
This course is an introduction to the theoretical base and skills used in conducting group counseling. Included are theories of group work, facilitation techniques, types of styles of groups and models of group functioning. Common topics suitable to group counseling are presented and discussed in a group setting in which students function as participants of the group as well as having the opportunity to function as the group leader.

**SW370 Human Behavior in the Social Environment**  
3 Credit Hours (3 Theory Hours)  
*Prerequisite(s) Completion of Lower Level Courses and 50 documented community service hrs.*  
Students in this course will examine physiological, psychological, and social changes throughout the lifespan. Individuals and families interactions with the environment are emphasized during each phase of the life cycle; infancy and early childhood, adolescence and young adulthood, middle adulthood, and later life. Major developmental changes and crisis will be identified and strategies to navigate such changes will be practiced. Major theories to underpin assessment and interventions with individual and family client systems are presented, within the broader context of a systems approach.

**SW371 Family Life Cycle Transitions**  
3 Credit Hours (3 Theory Hours)  
*Prerequisite(s) Completion of Lower Level Courses and 50 documented community service hrs.*  
This course develops and builds upon the knowledge, skills, and attitudes of the student training for the social work profession. The course emphasizes developing practice competence in human behavior across the life cycle within the context of the social and ecological environment. Focus will be on the analysis of family, societal processes, and their effects on individual behavior in relation to social class, ethnicity, and cultural background. Study of problem solving methods and applications for working with families will develop practice competence.
SW431 Policy and Professional Leadership  
(Cross-listed with HS431 Health Policy & Leadership)  
3 Credit Hours (3 Theory Hours)  
This course is designed to ensure that the baccalaureate-educated professional has a solid understanding of the broader context of supportive services including navigating care systems. The student will develop an understanding of the identification of policy issues, how social welfare policy is both developed and changed, and how that process can be influenced through the efforts of professionals, the laity and special advocacy groups. Emphasis is placed on the professional’s leadership role as a member of the profession.

SW470 Special Topics in Social Work  
1 Credit Hour (1 Theory Hour)  
*Pre-or Co-requisite(s): completion of 300 level coursework Field Practicum I or Field Practicum II, Senior Standing*  
This course is developed in a manner to allow for current and historical movements in social work to be examined through the lens of the NASW Code of Ethics, to prepare social work students to be successful in their practice and in completing their licensure examination. This course will examine relevant topics including but not limited to the following: privilege, power and oppression, social justice, health care, and social determinants based upon recent or historical context. This course is designed to be responsive to the changing global needs that social workers confront and work through to enhance individual, families, groups and communities well-being.

SW471 Field Practicum I  
9 Credit Hours (3 Theory Hours, 6 Practicum Hours)  
*Prerequisite(s): SW320, SW330, SW431, SW334, SW335*  
*Co-requisite(s): Senior Standing*  
Field Practicum allows for the student to engage in a real world practice setting to further develop and demonstrate the key competencies that are defined by the Council on Social Work Education (CSWE, 2015). Refined development and demonstration of key competencies can be achieved through integrating the knowledge, values, skills and ethics that have been part of the BSW Curriculum.

The practicum placement is to be arranged by the BSW Field Practicum Coordinator in a mutually agreed upon area of practice. The placement is individually developed according to the students learning and practice needs, preferences and career goals. A placement runs the full 16 weeks of the semester and students will be expected to spend no less than 20 hours per week with their practicum agency. The student will be assigned to a social worker at the practicum agency, who will work with the student to develop a learning plan for the semester. This plan must be approved by the instructor, and must allow assessment to determine if student is capable of demonstrating required practice skills as well as professional ethics.

SW472 Field Practicum II  
9 Credit Hours (3 Theory Hours, 6 Practicum Hours)  
*Prerequisite(s) Field Practicum I or Field Practicum II*  
*Co-requisite(s): Senior Standing*
This is continuation of Field Practicum I in which a student will engage in supervised practice at a community agency to demonstrate the key competencies of generalist Social Work Practice. Utilizing the assessment of the learning plan, a revised plan will be developed to build upon a student’s strengths as well as provide opportunity for further development in areas as needed. This placement runs 16 weeks and students will be expected to spend no less than 20 hours per week within the context of their agency. The hours can be designated as direct practice (micro, macro, mezzo), with field instruction and supervision. Some of the weekly hours can also be utilized indirectly, through activities related to the placement such as preparing records, process recordings, reading case materials, community or agency meetings and visits to other agencies and communities, within the structure of the learning contract.

SW473 The Ethics of Social Work Practice
3 Credit Hours (3 Theory Hours)
Co-requisite(s) Field Practicum I or Field Practicum II; Senior standing
This course is designed to involve the student in the study of the Social Work code of ethics. To such end, students will engage in analyzing the core values of the profession: social justice, dignity and worth of a person, human relationships, integrity, and service.
METHODIST COLLEGE PERSONNEL

EXECUTIVE LEADERSHIP TEAM:
Deborah Garrison, PhD, MS, BS, RN
Interim Chancellor/President of the College
BS Texas Woman’s University, Denton, TX
MS Texas Woman’s University, Denton, TX
PhD Texas Woman’s University, Denton, TX

Keith Branham, EdD, MDiv, BS
Vice Chancellor for Enrollment Management and Student Affairs
BS Mid-America University, Olathe, KS
MDiv Nazarene Theological Seminary, Kansas City, MO
EdD University of Central Florida, Orlando, FL

Anna Buehrer, BA
Vice Chancellor for Strategic Marketing and External Affairs
BA Baylor University, Waco, TX

Pam Ferguson, PhD, MSN, BSN, RN-BC, CNE
Interim Provost/Vice Chancellor for Academic Affairs
BSN Iowa Wesleyan College, Mt. Pleasant, IA
MSN Bradley University, Peoria, IL
PhD Illinois State University, Normal, IL
RN Certification – Medical-Surgical Nursing
CNE Certified Nurse Educator

Barry Soffietti, MBA, BA
Vice Chancellor for Administration and Finance/Chief Financial Officer
BA Bradley University, Peoria, IL
MBA University of West Florida, Pensacola, FL

Institutional Research and Planning
Donnie Johnson, MS, BA
Director of Institutional Research and Planning
BA Illinois State University, Normal, IL
MS Illinois State University, Normal, IL

ACADEMIC AFFAIRS:
Pam Ferguson, PhD, MSN, BSN, RN-BC, CNE
Interim Provost/Vice Chancellor for Academic Affairs & Dean of Nursing
BSN Iowa Wesleyan College, Mt. Pleasant, IA
MSN Bradley University, Peoria, IL
PhD Illinois State University, Normal, IL
RN Certification – Medical-Surgical Nursing
CNE Certified Nurse Educator

Kip Strasma, PhD, MA, BA
Associate Provost/Dean of Arts & Sciences
BA St. Louis University, St. Louis, MO
MA Illinois State University, Normal, IL
PhD Illinois State University, Normal, IL

Terence Hodges, DHS, MEd, MA
Chair, Health Sciences
MA Concordia University, Chicago, IL
MEd Carroll University, Waukesha, WI
DHS Midwestern University, Downers Grove, IL

Eileen Setti, PhD, MA, BA
Chair, Career Pathways and Continuing Education
BA Eureka College, Eureka, IL
MA Loyola University-Chicago, Chicago, IL
PhD Northern Illinois University, Dekalb, IL

Debbie Stark, PhD, MSN, BSN, RN
Associate Dean of Nursing
BSN University of Chicago, Chicago, IL
MSN Walden University, Minneapolis, MN
PhD Capella University, Minneapolis, MN

Executive Leadership Support
Rachel Harmon
Executive Assistant to the Chancellor/President of the College
Staci Wolfe, PhD, MSW, BSW, LCSW  
Chair, Social Work  
BSW University of Wisconsin, Oshkosh, WI  
MSW University of Kansas, Lawrence, KS  
PhD North Dakota State University, Fargo, ND  

Academic Affairs Support Staff  
Angela McCollum, AAS  
Administrative Assistant to the Associate Provosts, Chairs, and Faculty  
AAS Spoon River College, Canton, IL  

Hannah Schulte, MA, BA  
Administrative Assistant to the Provost/Vice Chancellor for Academic Affairs  
BA Eastern Illinois University, Charleston, IL  
MS Illinois State University, Normal, IL  

Center for Student Success  
Tricia Fox, MA, BA  
Director, Center for Student Success  
BA Ball State University, Muncie, IN  
MA Bradley University, Peoria, IL  

Melissa Williams, BSN  
Nursing Coordinator, Center for Student Success  
BSN Methodist College, Peoria, IL  

Center for Teaching & Learning Excellence  
Lirim Neziroski, PhD, MBA, MA, BA  
Director of the Center for Teaching and Learning Excellence  
BA Augustana College, Rock Island, IL  
MA University of Chicago, Chicago, IL  
MBA University of Massachusetts, Dartmouth, MA  
PhD University of Georgia, Athens, GA  

Library Services  
Michelle Nielsen Ott, MA, MDiv, BA  
Director of Library Services  
BA University of Northern Iowa, Cedar Falls, IA  

MDiv Vanderbilt University Divinity School, Nashville, TN  
MS University of Wisconsin, Milwaukee, WI  

Simulation Learning Centers  
Sara Kimble, MSN, BSN  
Director of Simulation and Clinical Affairs  
BSN University of Phoenix, Phoenix, AZ  
MSN University of Phoenix, Phoenix, AZ  

Mary Husser, BSN, BBS, RN  
Coordinator of the Center for Simulation  
BSN OSF Saint Francis College of Nursing, Peoria, IL  
BBS Illinois State University, Normal, IL  

Matt Rice, BSN, BFA  
Coordinator of the Clinical Practice Center  
BFA Western Illinois University, Macomb, IL  

ADMINISTRATION & FINANCE:  
Barry Soffietti, MBA, BA  
Vice Chancellor for Administration and Finance/Chief Financial Officer  
BA Bradley University, Peoria, IL  
MBA University of West Florida, Pensacola, FL  

Finance Support Staff  
Linda McClain, BS  
Bursar  
BS Bradley University, Peoria, IL  

Nancy Rebholz  
Finance Assistant  

Food & Retail Services  
Adam Henkhaus, BS  
Manager of Food and Retail Services  
BS Illinois State University, Normal, IL  

Human Resources  
Summer Wright, MBA, BS  
HR Manager  
BS Bradley University, Peoria, IL
MBA  Robert Morris University, Peoria, IL

Information Technology
Derek Scott, BS
Coordinator of Information Services
BS  Robert Morris University, Springfield, IL

Brett Dooley
IT Support Analyst

ENROLLMENT MANAGEMENT AND STUDENT AFFAIRS:
Keith Branham, EdD, MDiv, BS
Vice Chancellor for Enrollment Management and Student Affairs
BS  Mid-America University, Olathe, KS
MDiv  Nazarene Theological Seminary, Kansas City, MO
EdD  University of Central Florida, Orlando, FL

Enrollment Management and Student Affairs Support Staff
Admissions
Alissa Selburg, MS, BS
Director of Admissions
BS  Bradley University, Peoria, IL
MS  Illinois State University, Normal, IL

Christine Cash, BS
Receptionist and Records Clerk
BS  Western Illinois University, Macomb, IL

Counseling & Wellness
Debra Disney, MSEd, BA, LCPC, DCC
Director of Counseling and Wellness
BA  Governors State University, University Park, IL
MSEd  Southern Illinois University, Carbondale, IL
LCPC  Licensed Clinical Professional Counselor
DCC  Distance Credentialed Counselor

Danielle McCoy, MA, BS, LPC
Assistant Director of Counseling & ADA Coordinator
BS  Eureka College, Eureka, IL
MA  Bradley University, Peoria, IL

Financial Aid
Angela Robinson, MBA, BS
Director of Financial Aid
BS  Mississippi State University, Starkville, MS
MBA  Mississippi State University, Starkville, MS

Cynthia Crosswhite, BBA
Financial Aid Coordinator
BBA  Midstate College, Peoria, IL

Janet Ozuna
Financial Aid Advisor

Registrar's Office
Melissa Earnest, MA, MS, BS, NCC, LPC
Registrar
BS  University of Wisconsin, Madison, WI
MS  University of Wisconsin, Whitewater, WI
MA  Northwestern State University

Becky Collins
Registrar Assistant

Security
Mike Atteberry
Chief, Campus Security (Lead – 1st Shift)

Bambi Marion
Campus Security Officer (Lead – 2nd Shift)

Student Life and Career Services
Andre Allen, MS, BA
Dean of Students
BA  Eastern Illinois University, Charleston, IL
MS  Eastern Illinois University, Charleston, IL
STRATEGIC MARKETING AND EXTERNAL AFFAIRS:
Anna Buehrer, BA
Vice Chancellor for Strategic Marketing and External Affairs
BA Baylor University, Waco, TX

Alumni Relations/Communications
Meghan Smith, BS
Coordinator of Communications and Alumni Relations
BS Bradley University, Peoria, IL

Recruiting
Kyle Bright, MA, BA
Director of Recruiting
BA Northern Illinois University, DeKalb, IL
MA Indiana Wesleyan University, Marion, IN

Ginny Fletcher, BA
Recruitment Coordinator
BA Western Illinois University, Macomb, IL

Courtney Hess, BA
Recruitment Coordinator
BA Eureka College, Eureka, IL

FACULTY:
Katherine Bloompott, MSN, BSN
BSN Methodist College, Peoria, IL
MSN University of Phoenix, Phoenix, AZ

Corey Campbell, MA, BA, LCSW
BA University of Illinois, Champaign, IL
MA Bradley University, Peoria IL

Linda Doling, MSN, BSN
BSN St. Francis School of Nursing, Peoria, IL
MSN St. Francis School of Nursing, Peoria, IL

Richard Ellis, MSN, BSN
BSN Mennonite College of Nursing, Normal, IL

MSN Saint Francis College of Nursing, Peoria, IL

Kari Endres, MSN, BSN
BSN Saint Francis Medical Center
College of Nursing, Peoria, IL
MSN Benedictine University, Lisle, IL

Ed Etherton, MSN, MA, BS, APN, ACSN, RN
BS Eastern Illinois University, Charleston, IL
MA Bradley University, Peoria, IL
MSN St. Francis College of Nursing, Peoria, IL

Octavian Gabor, PhD, MA
MA University of Bucharest, Bucharest, Romania
MA Virginia Polytechnic Institute and State University, Blacksburg, VA
PhD Purdue University, West Lafayette, IN

Courtney Gehrig, MPH, MBA, BA, AAS, CMA
AAS Robert Morris University, Chicago, IL
BA Western Illinois University, Macomb, IL
MBA Saint Xavier University, Chicago, IL
MPH Saint Xavier University, Chicago, IL

Marjorie Getz, MA, BS, MPHIL, LCPC
BS University of Maryland, College Park, MD
MA Wesleyan University, Middletown, CT
MPHIL Yale University School of Medicine, New Haven, CT

Niki Gill, MSN, BSN, RNC-OB, CNE
BSN Bradley University, Peoria, IL
MSN Walden University
Minneapolis, MN

Lisa Gillespie, MSN, BSN, RN
BSN Mennonite College, Normal, IL
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN</td>
<td></td>
<td>Walden University, Minneapolis, MN</td>
<td></td>
</tr>
<tr>
<td><strong>Connie Gowda, MSN, BSN</strong></td>
<td></td>
<td>BSN Bradley University, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Lewis University, Romeoville, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Alaina Hamilton, MSN, BSN</strong></td>
<td></td>
<td>BSN Methodist College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Walden University, Minneapolis, MN</td>
<td></td>
</tr>
<tr>
<td><strong>Gwen Huls, MSN, BSN, CNE</strong></td>
<td></td>
<td>BSN Valparaiso University, Valparaiso, IN</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Walden University, Minneapolis, MN</td>
<td></td>
</tr>
<tr>
<td><strong>Cathy Jackson-Bruce, MSN, MA, BSN</strong></td>
<td></td>
<td>BSN Bradley University, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MA</td>
<td>University of St. Francis, Joliet, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>University of Phoenix</td>
<td></td>
</tr>
<tr>
<td><strong>Colleen Karn, MS, BS</strong></td>
<td></td>
<td>BS Illinois State University, Normal, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>Illinois State University, Normal, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Sarah Kelley, MSN, BSN, DNP, APN, RN</strong></td>
<td></td>
<td>BSN MacMurray College, Jacksonville, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Saint Francis School of Nursing, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DNP</td>
<td>Saint Francis School of Nursing, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Phoebe Maholovich, MSN, BSN, RN</strong></td>
<td></td>
<td>BSN Methodist College, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Olivet Nazarene University, Bourbonnais, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Sara Martin, MSN, BSN</strong></td>
<td></td>
<td>BSN Bradley University, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Olivet Nazarene University, Bourbonnais, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Joy Moss, MSN, BSN</strong></td>
<td></td>
<td>BSN University of St. Francis, Joliet, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>OSF St. Francis College, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Debra Murphy, MSN, BSN</strong></td>
<td></td>
<td>BSN Governor’s State University, University Park, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Governor’s State University, University Park, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Brenda Mutchler, MSN, BSN</strong></td>
<td></td>
<td>BSN Methodist College of Nursing, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Walden University, Minneapolis, MN</td>
<td></td>
</tr>
<tr>
<td><strong>Jenifer Owen, MSN, RN</strong></td>
<td></td>
<td>MSN Walden University, Minneapolis, MN</td>
<td></td>
</tr>
<tr>
<td><strong>Patty Peters, MSN, BSN</strong></td>
<td></td>
<td>BSN Olivet Nazarene University, Bourbonnais, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Olivet Nazarene University, Bourbonnais, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Lisa Pitzer, MSN, BSN, RN</strong></td>
<td></td>
<td>BSN Methodist College, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>University of Phoenix, Phoenix, AZ</td>
<td></td>
</tr>
<tr>
<td><strong>Claudia Plumer, MSN, BSN, RN</strong></td>
<td></td>
<td>BSN Methodist College, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Saint Francis Medical Center, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Saint Francis Medical Center, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Lisa Preston, MSN/ED, BSN, RN, CNE</strong></td>
<td></td>
<td>BSN University of Saint Francis, Joliet, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Saint Francis Medical Center, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Saint Francis Medical Center, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Lisa Pumfrey, MS, BA</strong></td>
<td></td>
<td>BA Bradley University, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MS</td>
<td>Western Illinois University, Macomb, IL</td>
<td></td>
</tr>
<tr>
<td><strong>Shelley Riney, MSN, BSN</strong></td>
<td></td>
<td>BSN Bradley University, Peoria, IL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSN</td>
<td>Walden University, Minneapolis, MN</td>
<td></td>
</tr>
</tbody>
</table>

Methodist College Catalog 2017-2018 142
Jodie Robinson, MSN, BSN, DNP, ADN, RN  
BSN Chamberlin College of Nursing, Downer’s Grove, IL  
MSN Western Governor’s University, Salt Lake City, UT  
ADN Blackhawk College, Moline, IL  
DNP Chamberlin College of Nursing, Downer’s Grove, IL

Amber Schmidt, MSN, BSN  
BSN Mennonite College of Nursing, Normal, IL  
MSN University of Phoenix, Phoenix, AZ

Elke Scholz-Morris, PhD, MS  
MS Eberhard-Karls University, Germany  
PhD Eberhard-Karls University, Germany

Theresa Schwindenhammer, PhD, MSN, BSN  
BSN Illinois Wesleyan University, Bloomington, IL  
MSN St. Francis College of Nursing, Peoria, IL  
PhD Illinois State University, Normal, IL

Amy Smith, MSN, BSN  
BSN Bradley University, Peoria, IL  
MSN Walden University, Minneapolis, MN

Cherrill Stockmann, PhD, MSN, BSN, RN  
BSN St. Louis University, St. Louis, MO  
MSN Southern Illinois University, Edwardsville, IL  
PhD St. Louis University, St. Louis, MO

Liana Veja, MS, BA  
BA University of Cluj-Napoca School of Business, Romania  
MS University of Cluj-Napoca School of Business, Romania  
MS Illinois State University, Normal, IL

Lori Wagner, MSN, BSN, CNE  
BSN Illinois Wesleyan University, Bloomington, IL  
MSN St. Francis College of Nursing, Peoria, IL

June West, MSN, BSN  
BSN St. Francis College of Nursing, Peoria, IL  
MSN St. Francis College of Nursing, Peoria, IL

Courtney Winslow, MSN, BSN  
BSN Pensacola Christian College, Pensacola, FL  
MSN Walden University, Minneapolis, MN
METHODOIST COLLEGE CATALOG INDEX

Academic Advising Program ..................................................47
Academic Advising Program and Mentoring Program ........47
Academic Affairs .................................................................138
Academic Honors and Awards .......................................58
Academic Program .............................................................60
Academic Progression and Non-Progression ..........51
Academic Purpose and Goals ...........................................56
Accreditation and Approval .............................................18
Adding/Dropping a Course ..............................................53
Additional Admissions Requirements ..................21
Administration .................................................................138
Administrative Drop/Add ...............................................53
Admission to the College .................................................21
Advanced Placement Examinations (AP) .................25
Americans with Disabilities ........................................14
Bachelor of Science in Health Science and Bachelor of Science in Social Work Tuition and Fee Schedule* .................33
Bachelor of Science in Nursing Pre-Licensure and Second Degree Program Tuition and Fee Schedule ........................................31
Campus ..................................................................19
Campus Life ................................................................45
Campus Safety .................................................................46
Career Pathways & Continuing Education Tuition and Fee Schedule ........................................34
Career Placement .............................................................49
Center for Student Success ............................................49
Chancellor/President's List .............................................58
Class Standing .................................................................59
Client Confidentiality Policy / HIPAA ......................16
Collection Policy .............................................................29
College Placement Testing ..........................................25
Computer Laboratory .....................................................50
Conditional Admission ...................................................21
Continuing Nursing Education Accreditation ..........18
Continuing Social Work Education Accreditation ..........18
Continuing Student Advisement ..........................49
Course Descriptions .......................................................102
Counseling .................................................................46
Credit by Examination (CLEP) .................................24
Credit Hour Definition ..................................................52
Credit through Military Experience ....................25
Dean's List .................................................................59
Definition of Academic Major and Minor ...............57
Degree Completion Requirements ........................54
Department of Career Pathways and Continuing Education ........................................62
Department of Health Science ..................................67
Department of Social Work .........................................95
Disability Services ....................................................... 50
Division of Arts & Sciences .....................................60
Division of Nursing .................................................... 77
Dress Code - Nursing Students ..................................92
Equal Opportunity/Non-Discrimination ..................13
Excelsior Testing For General Education Credits ....24
Faculty .................................................................141
Federal Direct PLUS Loans for Parents .................39
Federal Direct Stafford Loans ....................................39
Federal Pell Grants ......................................................38
Federal Supplemental Educational Opportunity Grants ............................................38
Federal Work Study ....................................................39
Financial Aid ..............................................................38
Financial Aid Programs ...........................................38
Fine Arts .................................................................60
General Education Transfer Courses ..................24
Gerontology Certificate Tuition and Fee Schedule* 34
Governance ...............................................................12
Grade Point Average (GPA) Calculation ................53
Grading Standards ......................................................52
Graduate School Information ....................................50
Graduation Requirements ......................................54
Humanities ...............................................................60
Illinois Monetary Award Program ......................39
Incomplete Grades ....................................................53
Institutional Goals .....................................................13
Introduction To Methodist College .......................17
Laptop Requirements for Students ....................50
Library .................................................................47
Mathematics .............................................................61
Medical Assistant Tuition and Fee Schedule ..........36
Membership .............................................................18
Message from the Interim Chancellor/President of the College ..................................................4
Methodist College Academic Progression ..............51
Methodist College Catalog Index .........................144
Methodist College Personnel .................................138
Minor Program Courses .....................................101
Mission Statement ........................................................12
Nursing Assistant Tuition and Fee Schedule ..........35
Nursing Students - Dress Code ............................92
Payment Extension Policy .........................................29
Payment Schedule for all programs (Except NA)...28
Personal Counseling ..................................................46
Physical and Life Sciences ....................................60
Registration and Enrollment Policies ..................51
Repeated Courses ..................................................53
Residence Life ..........................................................45
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return of Title IV Funds Policy</td>
<td>42</td>
</tr>
<tr>
<td>RN – BSN Program Tuition and Fee Schedule*</td>
<td>32</td>
</tr>
<tr>
<td>Room Assignments for Residential Life</td>
<td>45</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>51</td>
</tr>
<tr>
<td>Sigma Theta Tau Honor Society</td>
<td>85</td>
</tr>
<tr>
<td>Simulation and Clinical Practice Centers</td>
<td>46</td>
</tr>
<tr>
<td>Staff</td>
<td>138</td>
</tr>
<tr>
<td>Student Dress Code - Nursing</td>
<td>92</td>
</tr>
<tr>
<td>Student Government Association (SGA)</td>
<td>45</td>
</tr>
<tr>
<td>Student Health Insurance</td>
<td>45</td>
</tr>
<tr>
<td>Student Nurses’ Association (SNA)</td>
<td>85</td>
</tr>
<tr>
<td>Student Rights Under the Family Educational Rights and Privacy Act (FERPA)</td>
<td>14</td>
</tr>
<tr>
<td>Support Services</td>
<td>46</td>
</tr>
<tr>
<td>The Campus</td>
<td>19</td>
</tr>
<tr>
<td>Tobacco-Free Environment</td>
<td>19</td>
</tr>
<tr>
<td>Transfer Credit Policy</td>
<td>23</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>28</td>
</tr>
<tr>
<td>Tuition and Fee Definitions</td>
<td>37</td>
</tr>
<tr>
<td>Undergraduate Admission Criteria and Policies</td>
<td>21</td>
</tr>
<tr>
<td>Upper-Level General Education</td>
<td>61</td>
</tr>
<tr>
<td>Values</td>
<td>13</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>12</td>
</tr>
<tr>
<td>Wellness Center</td>
<td>19</td>
</tr>
<tr>
<td>Workforce Investment Act</td>
<td>39</td>
</tr>
<tr>
<td>Year 1 Advising</td>
<td>48</td>
</tr>
</tbody>
</table>