



CENTER FOR EDUCATION

Catalog
2026 - 2027

SCHOOL OF NURSING
SCHOOL OF RESPIRATORY CARE
SCHOOL OF MEDICAL IMAGING
SCHOOL OF SONOGRAPHY

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Contents

Letter to Prospective Student	1
GENERAL INFORMATION	2
School of Nursing	3
School of Medical Imaging	3
School of Respiratory Care	4
DISCLAIMER	5
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974	5
CIVIL RIGHTS ASSURANCE	5
CONFLICT OF CONSCIENCE	5
CRIMINAL BACKGROUND CHECK AND DRUG SCREEN	5
TIME COMMITMENT	6
COMPUTERS AND ELECTRONIC COMMUNICATION	6
CAMPUS SAFETY AND SECURITY	6
CENTER FOR EDUCATION MISSION, VISION AND EDUCATIONAL PHILOSOPHY	7
MISSION STATEMENT	7
VISION STATEMENT	7
STATEMENT OF EDUCATIONAL PHILOSOPHY	7
ACCREDITATION AND MEMBERSHIP	8
St. Mary's Medical Center	8
School of Nursing	8
School of Medical Imaging	8
School of Respiratory Care	8
School of Sonography	8
SCHOOL OF NURSING	9
ADMISSION POLICY – NURSING	10
DISABILITY STATEMENT	14
END OF PROGRAM STUDENT LEARNING OUTCOMES	15
ST. MARY'S SCHOOL OF NURSING MISSION AND PHILOSOPHY	16
MISSION STATEMENT	16
PHILOSOPHY & GUIDING CONCEPTS	16
PROGRAM REQUIREMENTS	20
COURSE DESCRIPTIONS	21
MARSHALL UNIVERSITY COURSE DESCRIPTION SUPPORT COURSES	22
SCHOOL OF NURSING, ADMINISTRATION, FACULTY, STAFF FACULTY	23
WEST VIRGINIA RN BOARD AND THE NCLEX-RN	26
PROGRAM OUTCOMES/DISCLOSURE	27
PROJECTED EXPENSES	29
SCHOOL OF RESPIRATORY CARE	1
MISSION STATEMENT	2
VISION STATEMENT	2
ORGANIZING FRAMEWORK	5
CURRICULUM OBJECTIVES/STUDENT LEARNING OUTCOMES	19
STUDENT CURRICULUM GUIDE	32
FACULTY	48
DISCLOSURE FORM	49
SCHOOL OF MEDICAL IMAGING	53
PROGRAM OVERVIEW	54
SCHOOL OF MEDICAL IMAGING MISSION STATEMENT	54

PROGRAM PHILOSOPHY	55
SCHOOL OF MEDICAL IMAGING GOAL	55
APPLICATION PROCESS	57
DISCLOSURE FORM – SOMI.....	59
TECHNICAL STANDARDS.....	61
FACULTY	62
SCHOOL OF SONOGRAPHY	74
PROGRAM OVERVIEW	75
SCHOOL OF SONOGRAPHY GOAL	77
APPLICATION PROCESS.....	78
DISCLOSURE FORM – SONOGRAPHY	1
FINANCIAL INFORMATION: FEES AND OTHER EXPENSES.....	2
TECHNICAL STANDARDS.....	3
FACULTY	4
Sonography Program Curriculum.....	5
COURSE DESCRIPTIONS.....	8

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5/21; 7/21; 6/22; 6/23; 6/24; 7/24; 2/26; 6/26

**ST. MARY'S MEDICAL CENTER
CENTER FOR EDUCATION**

Letter to Prospective Student

Dear Prospective Student:

Thank you for your interest in pursuing a health care career at St. Mary's Medical Center. On behalf of the faculty and staff of the Center for Education, I welcome you. It is our desire to be of assistance to you as you seek to fulfill your personal goals and aspirations to learn to provide competent and compassionate care.

Please read the information in this catalog as it relates to the school to which you are applying. An application that is incomplete will not be considered for admittance. Admittance is based on a point system. Therefore, it is essential that you closely examine the admission criteria.

Again, we are pleased that you have chosen one of our four schools to prepare you for a career in health care. We wish you well in your endeavors.

Sincerely,

Dr. Joey Trader

Dr. Joey Trader
Vice-President of Schools of Nursing and Health Professions

**ST. MARY'S MEDICAL CENTER
CENTER FOR EDUCATION**

**SCHOOL OF NURSING, SCHOOL OF MEDICAL IMAGING, SCHOOL OF SONOGRAPHY,
AND SCHOOL OF RESPIRATORY CARE**

GENERAL INFORMATION

St. Mary's Medical Center, a proud member of Marshall Health Network, was founded by the Missionary Sisters of the Catholic Apostolate. The Sisters are members of the Pallottine order. Their motto comes from their founder, St. Vincent Pallotti, CARITAS CHRISTI URGET NOS, which means THE LOVE OF CHRIST URGES US ON. The Center for Education at St. Mary's Medical Center is the home of St. Mary's School of Nursing, the School of Respiratory Care, the School of Medical Imaging, and the School of Sonography.

All four schools, in cooperation with Marshall University, offer collegiate degrees. Support courses for all four schools are taught at Marshall University (the main Huntington campus or any of their off-campus sites). Support courses for the Associates of Applied Science in Respiratory Care and the Associates of Applied Science for Medical Imaging are taught at Mountwest Community and Technical College. The specific professional courses for all four schools are taught at the Center for Education. Upon completion of any of the programs, graduates are eligible to apply for licensure or certification from their respective boards.

The faculty continue to meet the challenges of health care demands and the changes within the surrounding community in order to meet the needs for professional health care providers. Students have modern clinical facilities within St. Mary's Medical Center, which is a licensed 413 bed medical center. The medical center offers broad health care experiences in surgery, medicine, psychiatry, and extended care. The medical center is accredited by The Joint Commission, and has membership in The Catholic Health Association, The American Hospital Association, and the West Virginia Hospital Association

Students in the four schools have experiences in surrounding facilities that enhance their education while enrolled in the program. St. Mary's Medical Center and the Center for Education are conducted according to Catholic principles and teachings. The ethical Directives for Catholic Hospitals provide guidelines for students, staff and personnel in policy and decision-making related to medical-moral issues.

Since the founding of St. Mary's Medical Center in 1924, the Medical Center has grown to be one of the largest employers in the entire tri-state area and is a leader of healthcare services in the eastern part of the United States of America. From the humble beginnings of the dedicated Pallottine Sisters, many healthcare providers have made contributions world-wide and are known as St. Mary's graduates.

School of Nursing

St. Mary's School of Nursing was founded by the Pallottine Sisters of the Catholic Apostolate in 1926. It is the oldest operating RN program in West Virginia and has 5,171 graduates as of May 2026.

St. Mary's School of Nursing, in cooperation with Marshall University, offers a two-year associate degree nursing program. The nursing courses are taught at St. Mary's School of Nursing, the support courses are taught at Marshall University. Upon completion of the program, the graduate receives an Associate in Science in Nursing Degree from Marshall University and is eligible to make application to take the NCLEX-RN for licensure to practice as a registered nurse. Graduates also are eligible to apply to baccalaureate in nursing completion programs on a full-time or part-time basis for career advancement.

School of Medical Imaging

St. Mary's School of Medical Imaging (SOMI) is a hospital-based program in medical imaging and has partnered with Marshall University to offer a Baccalaureate in Science in Medical Imaging and also partnered with Mountwest Community and Technical College (MCTC) to offer an Associate of Applied Science. The program began in 1964 and entered into a cooperative agreement with Marshall University in 2009 and entered into a Cooperative agreement with MCTC in 2024. The program curriculum is designed to prepare students to practice radiography and introduce students to related specialized imaging modalities. The curriculum for the students who wish to pursue the Bachelor of Science in Medical Imaging degree is structured so that the entering freshman will complete all degree requirements within four years. The curriculum for the students who wish to pursue the Associate of Applied Science from MCTC is structured so that the entering freshman will complete all degree requirements within three years.

Upon satisfactory completion of all SOMI didactic and clinical course work and satisfaction of MU or MCTC general education requirements, graduates will be prepared to sit for the American Registry of Radiologic Technologists primary certification board.

Radiography is a multi-dimensional career that includes digital and computed radiography, trauma radiography and fluoroscopy. Radiographers have many advanced imaging opportunities available including computed tomography, magnetic resonance imaging and cardiovascular intervention radiography.

School of Respiratory Care

The School of Respiratory Care was founded in 2005. There is a cooperative baccalaureate program with Marshall University and an Associate of Applied Science with Mountwest Community and Technical College. The support courses are taught at Marshall University and Mountwest Community and Technical College respectively, and the respiratory care classes are taught at St. Mary's School of Respiratory Care.

Respiratory therapists work with individuals with acute and chronic health problems, such as asthma, pneumonia, bronchitis, and many other breathing disorders. They also encounter persons who have experienced a traumatic accident, experienced a heart attack, or the birthing of premature infants and patients in a pulmonary rehabilitation program.

School of Sonography

St. Mary's School of Sonography is a specialized program awarded a certificate by St. Mary's Medical Center, our sponsoring institution. In addition, students will earn a Bachelor of Science with an emphasis in Sonography through Marshall University.

This program offers specialty training in the areas of echocardiography, vascular technology, abdominal and obstetrical/gynecological sonography utilizing lecture courses, scan labs and clinical scanning experiences. The diagnostic medical sonographer is a skilled person qualified academically and clinically to perform ultrasound exams while working closely with a qualified physician.

Sonography is a diagnostic procedure that uses state-of-the-art equipment which produces high frequency sound waves to create detailed images of the human body including but not limited to areas of the abdomen, heart, blood vessels, and fetus which aids in the diagnosis of disease.

DISCLAIMER

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant or student and the Center for Education at St. Mary's Medical Center. The Center for Education reserves the right to change any of the provisions, schedules, programs, courses, rules, regulations, or fees whenever school authorities deem it expedient to do so.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) OF 1974

This act was designed to protect the privacy of education records, to establish the rights of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data. The Center for Education at St. Mary's Medical Center is in compliance with the provisions of this act. Requests for further clarification on this Act, the regulations, Mountwest Community and Technical College, and Marshall University policy should be directed to the Dean of Student Affairs.

CIVIL RIGHTS ASSURANCE

No person in the United States of America based on sex, age, race, religion, color, national origin, sexual orientation, or any otherwise qualified handicapped individual solely by reason of the handicap shall be excluded from participation in, be denied benefits, or be subjected to discrimination under any program or activity receiving federal assistance operated by or in conjunction with the Center for Education at St. Mary's Medical Center.

CONFLICT OF CONSCIENCE

It is the policy of the school that the reasonable and conscientious moral and religious convictions of students will be respected in every way possible. Students are to make these convictions known at the time of admittance to any of the schools. Faculty will make every effort to resolve such issues to the mutual advantage of both the school and the student. Should a student be requested or required to perform duties, which are objectionable because of religious or moral convictions, the student should ask to be relieved of such duty. If the request cannot be accommodated reasonably, without undue hardship or inability to meet the standards of the school, the involved parties are to bring the matter to the attention of the Vice President of Schools of Nursing and Health Professions.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

All students who are chosen for admittance to any of the schools of the Center for Education of St. Mary's Medical Center must complete both a background check and a drug screen. Final acceptance is contingent upon a successful background check and drug screen. Once provisional acceptance is granted, the applicant will be advised of the processes to follow in obtaining the background check and the drug screen. The costs for both are paid by the applicant. Criminal results of the background check and/or drug screen will not constitute an automatic bar to admission; positive background checks will be evaluated on an individual basis. Clinical agencies may forbid students with positive criminal

background checks and/or drug screens from providing care in their agency. This policy is subject to change without prior notice.

In addition to the criminal background check and drug screen, each applicant will be asked to complete a disclosure statement at the time they submit their completed application form. Failure to acknowledge past criminal background issues will constitute automatic rejection of that applicant to any of the schools. It is recommended that those with an existing criminal background history submit court documents such as the criminal complaint or judgment of conviction and the results of such issue reflecting legal status and restitution. A crime is defined as all criminal offenses, misdemeanors and not limited to felonies. DUI (driving under the influence) is considered a crime.

TIME COMMITMENT

The curriculum of each school is challenging, labor intensive, and requires commitment and more time than most other courses of study. There are multiple courses each semester, including clinical courses which require a significant amount of direct clinical experience per credit hour. This does not include time required for travel, preclinical visits to the clinical agency, or preparation/study prior to and after the clinical experiences. Clinical hours may be scheduled days, evenings, nights and weekends. Course requirements may include testing during non-scheduled class hours.

COMPUTERS AND ELECTRONIC COMMUNICATION

It is required that the students have a computer with a printer and access to the Internet. While all students have access to these things while at the Center for Education, students must also have access to these things at home or in some other capacity if distance education becomes emergently necessary. Some information will be shared via the electronic method. All students have a Marshall or Mountwest email account and are expected to utilize that account.

CAMPUS SAFETY AND SECURITY

St. Mary's Medical Center provides security for the Center for Education campus. Information regarding safety/security incidents is provided annually to the Vice President of Schools of Nursing and Health Professions and may be reviewed upon request.

Marshall University and Mountwest Community and Technical College provide security for their respective main campuses. Information regarding safety/security incidents can be reviewed on the university web page at www.marshall.edu.

CENTER FOR EDUCATION MISSION, VISION AND EDUCATIONAL PHILOSOPHY

MISSION STATEMENT

We prepare students to assume roles as caring health care providers, respecting the worth and dignity of human life.

VISION STATEMENT

Leading the way in health care education.

STATEMENT OF EDUCATIONAL PHILOSOPHY

EDUCATION

Education is an interactive process which includes formal instruction and experiential learning. Education enhances learning in the cognitive, affective, and psychomotor domains. Learning involves the translation of new knowledge, insights, skills, and values into one's conduct. This active process takes place within the learner and is fostered when consideration is given to individual differences. Learning is facilitated through repetition and practical application when new knowledge is related to previous knowledge and when learning is goal directed.

The need and ability to learn continues throughout life. The role of the faculty in education is to facilitate the student's learning experience through systematic guidance in their endeavors to acquire the knowledge, skills, attitudes, and judgment necessary for competence in health care practice.

ACCREDITATION AND MEMBERSHIP

St. Mary's Medical Center

St. Mary's Medical Center is accredited by Joint Commission. The address for the central office for Joint Commission is One Renaissance Blvd., Oakbrook Terrace, IL 60181. The web address is <https://www.jointcommission.org>

School of Nursing

The associate nursing program at St. Mary's/Marshall University Associate of Science in Nursing Program at the Huntington, West Virginia campus is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA, 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.

School of Medical Imaging

The School of Medical Imaging is accredited by the Joint Review Committee on Education in Radiography (JRCERT) and recognized by the West Virginia Board of Examiners of Radiologic Technologists. JRCERT can be contacted at 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 312-704-5300, <http://www.jrcert.org>.

School of Respiratory Care

The School of Respiratory Care program is accredited by the Committee on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford, TX 76021, 1-817-283-2835, <http://www.coarc.com/>.

School of Sonography

The School of Sonography is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355 113th St. N. #7709, Seminole, FL 33775, 727-210-2350 (www.caahep.org) upon the recommendation of the Joint Review on Education in Diagnostic Medical Sonography (JRC-DMS). The program has a full five-year accreditation and is up for renewal in the Fall of 2026.

Formulated: 2/2021

Revised: 2/2021; 7/2022; 6/2023; 7/25; 6/26

Reviewed: 6/24

SCHOOL OF NURSING

ADMISSION POLICY – NURSING

POLICY: All applicants must meet specified requirements to be considered for admission as a student to St. Mary's School of Nursing. All applicants must be either a high school graduate, a high school student scheduled to graduate prior to admission or have a high school equivalent through GED testing. All applicants are strongly encouraged to take the ACT exam and submit results to the Admissions Office.

Admission is competitive. See application scoring sheet for points. Applicants are selected according to the points received.

The official deadline for submitting applications is January 15 for fall admission and July 1 for spring admission. However, late applications may be considered on a case-by-case basis.

Applicants who received grades that prohibited progression in two or more nursing courses (in either a registered nurse or licensed practical nurse program at any institution) will be considered for admission on an individual basis.

ADMISSION PROCEDURE: Apply to Marshall University and St. Mary's School of Nursing as described below.

Applicants must be admitted to Marshall University if applying to St. Mary's School of Nursing.

The following must be submitted to Marshall University (if not already a student at Marshall University) at the following address before the St. Mary's School of Nursing application is submitted:

Office of Admissions
Marshall University
One John Marshall Drive
Huntington, WV 25755

1. Completed MU application
2. Appropriate MU application fee
3. Official high school transcript or proof of GED
4. **Official** transcripts from ALL colleges and universities ever attended (These MUST be requested before your St. Mary's School of Nursing application is submitted)
5. ACT score if taken (Marshall University code is 4526)

The following must be submitted / completed by the deadlines to the Center for Education at the following address:

Admissions Office
St. Mary's Medical Center – Center for Education
2900 First Avenue
Huntington, WV 25702

1. Completed St. Mary's School of Nursing application found on the web page at <http://www.st-marys.org/careers-and-education/school-of-nursing>. Go to "Careers and Education" tab. Click on "School of Nursing". The application form is found on that page.
 - a. If application is mailed, application fee of \$30, which is non-refundable, must be included (check or money order, no cash please).
 - b. If application is hand delivered, application fee of \$30, which is non-refundable, may be paid by cash or check in the St. Mary's Center for Education Admissions Office or by cash, check, or credit card at St. Mary's Medical Center on the 3rd Floor Business Office.
2. Transcript from ALL colleges or universities (these can be unofficial) attended, including Marshall University. ACT scores, if taken, (St. Mary's code is 4551). If the ACT has not been taken, contact Marshall University for dates of administration.
3. Signed Code of Conduct Statement and the Drug & Alcohol Testing statement contained in the application.

IN ADDITION:

A. HIGH SCHOOL SENIORS AND APPLICANTS WHO HAVE COMPLETED LESS THAN 12 COLLEGE CREDIT HOURS MUST HAVE THE FOLLOWING:

1. A minimum high school GPA of 3.00.
2. An overall 2.00 GPA or better on any college courses completed.
3. An overall 2.00 GPA or better on all courses completed at Marshall University.

NOTE: It is recommended that high school students take a college prep track and take advanced courses whenever possible.

B. APPLICANTS WITH AT LEAST 12 HOURS OF COLLEGE CREDIT MUST HAVE THE FOLLOWING:

1. A high school diploma or GED.
2. An overall 2.00 GPA or better on any college courses completed.
3. An overall 2.00 GPA or better on all courses completed at Marshall University.
4. ACT score, if taken, sent to the Center for Education at the address above.

C. APPLICANTS REQUESTING TRANSFER FROM ANOTHER RN PROGRAM MUST HAVE THE FOLLOWING:

1. An overall 2.00 GPA or better on all courses completed.
2. An overall 2.00 GPA or better on all courses completed at Marshall University.
3. Submitted copy of all course syllabi for the completed nursing courses at the previous nursing school.
4. **A transfer student will not receive credit for any course in which they did not receive a passing grade at the school of origin.**
5. Submitted transcript that includes all nursing courses taken
6. Paid a \$75 transfer consideration fee.
7. A letter of good standing from the nursing school of origin.

NOTE: Transfer applicants will be evaluated on an individual basis.

D. APPLICANTS WHO ARE LPNS AND ARE SEEKING ADMISSION MUST HAVE THE FOLLOWING:

1. An overall 2.00 GPA or better on all courses completed.
2. An overall 2.00 GPA on all courses completed at Marshall University.
3. ACT score, if taken, sent to the Center for Education at the address above.
4. Sent an official transcript from the LPN program to St. Mary's School of Nursing
5. An unencumbered LPN license.

An LPN may be eligible to receive credit for NUR 120 (Introduction to Nursing).

If any applicant earns a D, F, or W in a required pre-entry course (BSC 227 & 227L, CHM 205, ENG 101, and/or PSY 201), the applicant may still be accepted into the program provisionally given the applicant completes all of these courses with a C or better prior to the first day of the first nursing course.

If any applicant earns a D, F, or W, in any other required support course(s), the applicant may be eligible for admission but must retake and earn a C or greater in the required support course(s) per the normal course progression regarding co-requisite or pre-requisite placement.

E. ADDITIONAL INFORMATION FOR ADMISSION TO ST. MARY’S SCHOOL OF NURSING:

A “C” grade or better is required for each of the required support courses transferring for credit toward the requirements for the nursing program. CLEP credit is also accepted for some courses. St. Mary’s School of Nursing and Marshall University reserve the right to accept or reject individual non-major courses that are other than those listed in the nursing curriculum. It is the applicant’s responsibility to assure all transcripts, fees, etc. are present at both St. Mary’s Center for Education and Marshall University. Applicants missing information will not be considered. Applicants will be notified concerning their acceptance.

F. ALL APPLICANTS TO THE SCHOOL OF NURSING MUST BE ABLE TO MEET THE PHYSICAL, EMOTIONAL, AND FUNCTIONAL DEMANDS OF A NURSING POSITION. Applicants need to be aware that nursing and nursing education can be rigorous and physically, mentally, and emotionally demanding. The public expects that professional nurses have been prepared to provide safe and effective care. The Americans with Disability Act (ADA) provides the legal framework to guide these responsibilities.

G. ADMISSION /READMISSION /TRANSFER AGREEMENT

If accepted into SMSO, the following students will be required to participate in an admission/ readmission/ transfer agreement.

1. A student entering the program who was unsuccessful in or withdrew from a nursing course at any time at SMSO or another school of nursing.
2. A student who is readmitted to the program due to being unsuccessful in a nursing course at SMSO.
3. A student who is readmitted to the program after withdrawing from a nursing course at SMSO (even if passing the course(s) at the time of withdrawal).
4. A student reentering the program from a leave of absence (LOA) from SMSO (even if passing the course(s) at the time of LOA).
5. A student entering the program as a nursing transfer student.

DISABILITY STATEMENT

St. Mary's Center for Education, along with Marshall University, is committed to equal opportunity in education for all students. To receive an academic accommodation, students should provide documentation to Marshall University Office of Accessibility and Accommodations. The Office of Accessibility and Accommodations will notify the Vice President of Schools of Nursing and Health Professions (VPSONHP) at St. Mary's Center for Education or Coordinator of Academic Support outlining the recommended academic accommodation(s) the student will need. The Coordinator of Academic Support and faculty at SMMC Center for Education will meet with the student to discuss how the accommodation(s) requested will be provided. For more information, please visit <https://www.marshall.edu/accessibility> or contact Marshall University Office of Accessibility and Accommodations.

Revised: 11/2019; 6/24; 7/25;

Reviewed: 5/2020; 7/21; 6/22, 6/23, 2/26, 6/26

END OF PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the program, the graduate will:

Professional Behaviors

Exemplify moral, ethical, and legal standards in the role of the professional nurse.

Patient Centered Care

Provide compassionate, coordinated care based on the patient's preferences, values and needs.

Advocate for patients, recognizing the patient or designee as the source of control.

Teamwork and Collaboration

Participate cooperatively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence-based Practice

Integrate best current evidence with clinical practice to meet individualized patient needs and organizational goals for delivery of optimal health care.

Quality Improvement

Formulate a plan based on analysis of data to improve the quality and safety of health care. Improve the quality and safety of health care based on analysis of patient and process data.

Safety

Reduce the risk of harm within the environment of care through organizational processes and individual performance.

Informatics

Integrate patient care technologies, information systems, and communication devices to support safe nursing practice.

11/99

5/10/00

Reviewed 5/05, 3/10, 5/20, 7/21; 6/24; 7/25; 6/26

Revised: 7/10, 8/12, 7/15, 7/17; 8/18; 6/19; 12/19; 6/22, 6/23

ST. MARY'S SCHOOL OF NURSING MISSION AND PHILOSOPHY

MISSION STATEMENT

In addition to supporting the missions of both Marshall University and St. Mary's Medical Center, the mission of the School of Nursing is to prepare safe and competent professional nurses who provide high quality patient-centered care, respecting the worth and dignity of human life.

PHILOSOPHY & GUIDING CONCEPTS

The philosophy and organizing concepts of St. Mary's/Marshall University Cooperative ASN Program are consistent with the philosophy and mission of both Marshall University and St. Mary's Medical Center. This philosophy expresses the faculty's commitment to quality and excellence in nursing education. The philosophy is grounded in the St. Mary's Medical Center values which are

- Compassion-showing loving concern and understanding for the needs of the whole person.
- Hospitality-a warm, helpful and welcoming attitude toward all persons.
- Reverence-respect for the God-given dignity of each person.
- Interdependence-cooperation and collaboration among all members of our health care community.
- Stewardship- responsible use of and accountability for our human, material and financial resources.
- Trust-integrity, truthfulness, and straight-forwardness in relationships.

These values are consistent with the NLN values of Caring, Integrity, Diversity & Inclusion, and Excellence.

Professional nursing is both a caring art and a science. It is a blend of scientific knowledge, nursing theory and clinical practice. The nurse assumes the roles of provider and manager of care in a variety of health care settings. The ultimate role of nursing is to assist patients to achieve an optimal level of health.

The program is based on faculty beliefs regarding the role of the professional nurse in providing patient-centered care, evidence-based practice, quality improvement, safety, informatics, teamwork and collaboration:

The nurse demonstrates **Professional Behaviors** through the implementation of integrity, responsibility, moral, ethical, and legal practices in providing advocacy and safe quality care for patients and families (NLN).

The nursing process provides the framework for provision of patient care (ANA). **Patient-centered care** is the recognition that the patient or designee is the source of control and full partner in providing compassionate and coordinated care based on respect for patient preference, values and needs (QSEN). Patient values guide all clinical decisions (National Academy of Medicine). Holistic patient centeredness reflects the uniqueness of an individual patient's

background, diversity, values, traditions and family. A patient centered approach supports optimal outcomes by involving patients and those close to them in decisions about clinical care. (NLN). Patient centered care supports the respectful, efficient, safe and well-coordinated transition of the patient through all levels of care.

In order to deliver patient-centered care, nursing practice must integrate **Evidence-Based Practice**. Evidence based practice is the integration of best clinical practice, research evidence, nursing expertise, and the values and preferences of individuals, families and communities served (National Academy of Medicine).

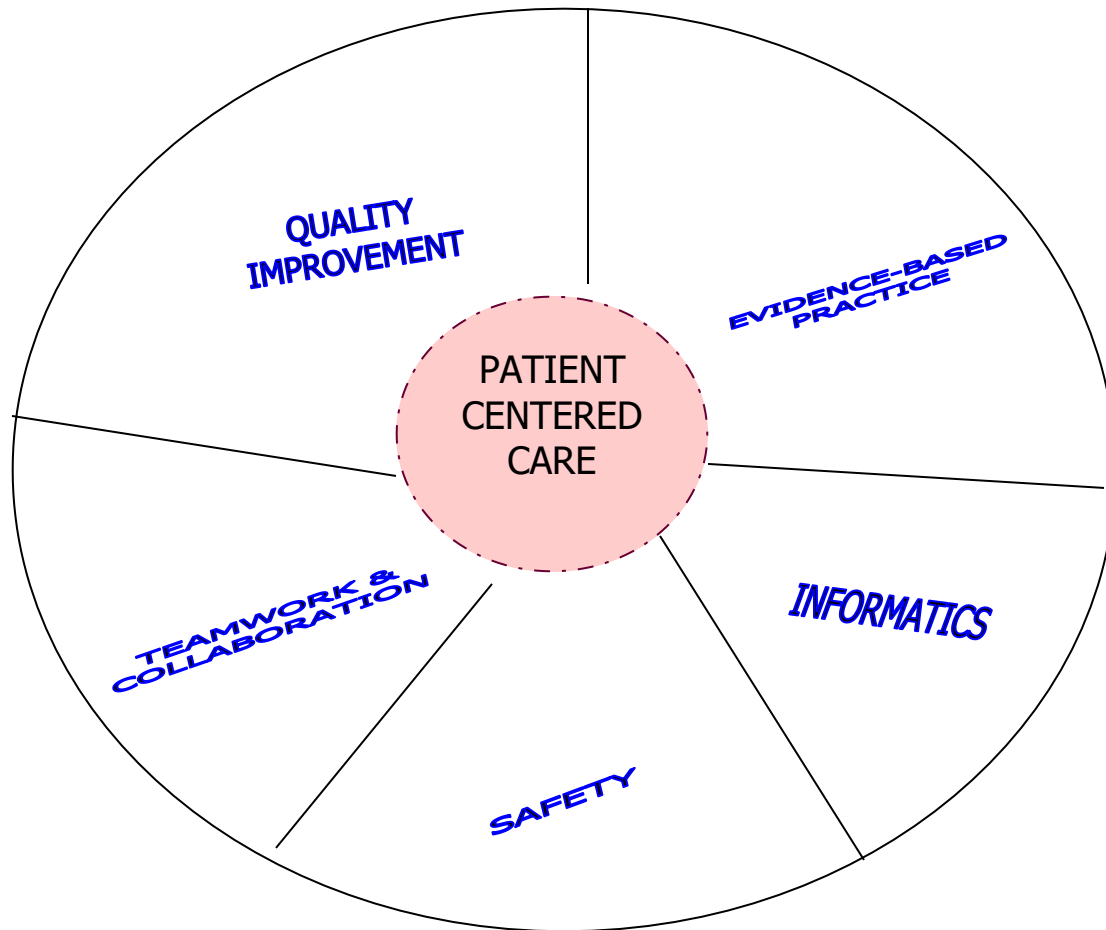
Professional nurses have an ethical obligation to improve health care through the application of **Quality Improvement** activities. Quality improvement is the use of data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN).

Safety is the avoidance of injury or harm and is essential for the provision of all health care. Safety is necessary for nursing practice within ethical, legal and regulatory frameworks. Application of safety principles minimizes risk of harm to individuals, populations and providers through system effectiveness and individual performance (QSEN).

The use of **Informatics** is integral to the provision of safe patient care. Informatics is the use of information and technology to communicate, manage knowledge, mitigate errors, and support decision making (QSEN).

A culture of integrity and ethical behavior is essential for the development of **Teamwork and Collaboration** in order to achieve quality patient care. To ensure that care is continuous and reliable, nurses must function effectively within nursing and inter-professional teams, foster open communication, mutual respect, and shared decision-making (QSEN).

NURSING PROCESS/CLINICAL JUDGMENT AND PROFESSIONAL BEHAVIORS



KNOWLEDGE
NURSING THEORY
CLINICAL PRACTICE

SMMC VALUES
COMPASSION
HOSPITALITY
REVERENCE
INTERDEPENDENCE
STEWARDSHIP
TRUST

NLN CORE VALUES
CARING
INTEGRITY
DIVERSITY AND INCLUSION
EXCELLENCE

DESCRIPTION OF CONCEPTUAL MODEL

The conceptual model serves as a guiding framework for curriculum development, provision of education and evaluation of achievement of student learning outcomes.

The base depicts the values which are the foundation of the school. SMMC values are Compassion, Hospitality, Reverence, Interdependence, Stewardship, and Trust. NLN core values include Caring, Integrity, Diversity & Inclusion, and Excellence.

The trunk/pedicle/stalk demonstrates that nursing knowledge, theory and clinical practice provide the direction for development of the curriculum. These essential elements for nursing education flow from the basic or core values.

The inner circle depicts patient centered care as the central element of nursing practice and education. The circle remains intermittent to signify the interdependent relationship with the outer constructs in an ongoing dynamic interaction.

The outer circle displays the core competencies of Evidence-based Practice, Informatics, Quality Improvement, Teamwork & Collaboration, and Safety as constructs that influence nursing practice and the care provided to each individual patient.

Depicted as the surrounding for the outer circle are the components of the Nursing Process/Clinical Judgment Model and Professional Behaviors. These components encompass the whole of nursing practice and serve as the basis for interaction with each patient.

Approved 4/18/94

Revised 6/02/94, 5/96, 7/15; 8/17; 8/18; 4/26; 6/26

Reviewed 4/16/01, 5/05, 7/07, 3/10, 7/10, 8/12; 6/19; 5/20; 7/21; 6/22, 6/23; 6/24; 7/25;

PROGRAM REQUIREMENTS

Graduation from the program requires successful completion, with a grade of “C” or higher, of sixty-six (66) credit hours. Forty-two (42) credit hours are nursing courses, and twenty-four (24) credit hours are support courses. A GPA of 2.00 or higher is required for graduation.

Prior to First Nursing Course	
BSC 227 & 227L (Anatomy)	4 Credits
CHM 205 (Chemistry)	3 Credits
ENG 101 (Composition I)	3 Credits
PSY 201 (Introduction to Psychology)	3 Credits
13 Credits	

First Semester	
BSC 228 & 228L (Physiology)	4 Credits
DTS 210 (Nutrition)	3 Credits
NUR 120 (Introduction to Nursing)	8 Credits
Total 15 Credits	

Second Semester	
BSC 250 & 250L (Microbiology)	4 Credits
NUR 220 (Health Alterations I)	8 Credits
NUR 225 (Psychiatric Nursing)	4 Credits
Total 16 Credits	

Third Semester	
NUR 230 (Health Alterations II)	7 Credits
NUR 235 (Maternal / Child Nursing)	6 Credits
Total 13 Credits	

Fourth Semester	
NUR 241 (Health Alterations III)	9 Credits
Total 9 Credits	

Required Credits for Graduation	
Nursing Courses	42 Credits
Support Courses	24 Credits
Total	66 Credits

Credit Hour

One lecture credit hour is given for each 15 classroom contact hours, plus necessary outside preparation. For nursing courses, one laboratory credit hour requires at least 45 hours of laboratory work per credit hour, plus necessary outside preparation. Laboratory experiences are complements to classroom courses that focus on the theory and principles of the discipline.

Formulated: Prior to 5/2002

Reviewed: 8/12, 8/16; 6/19; 5/20; 6/22, 6/23, 6/24; 6/26

Revised: 6/02, 5/03, 5/04, 5/05, 5/06, 4/08, 3/10, 7/10, 12/12, 6/15, 7/17, 8/18; 7/20, 7/21; 7/25;

COURSE DESCRIPTIONS

PR – Pre-requisite

CR – Co-requisite

SCHOOL OF NURSING

NURSING 120, INTRODUCTION TO NURSING, 8 Credits (6 theory; 2 clinical)

Introduce the nursing role and use of the nursing process in assisting adult clients to meet basic needs. Clinical included.

(PR – BSC 227 & 227L, CHM 205, ENG 101, PSY 201; CR –BSC 228 & 228L, DTS 210)

NURSING 220, HEALTH ALTERATIONS I, 8 Credits (6 theory; 2 clinical)

Focus is on nursing care of adult clients responding to potential and actual health alterations. Clinical included.

(PR – NUR 120 and ASSOCIATED CRs; CR – BSC 250 & 250L)

NURSING 225, PSYCHIATRIC NURSING, 4 Credits (3 theory; 1 clinical)

Focus is on the nursing role in caring for clients with alterations of psychosocial functioning. Clinical included.

(PR – NUR 120 and ASSOCIATED CRs)

NURSING 230, HEALTH ALTERATIONS II, 7 Credits (5 theory; 2 clinical)

Focus is on nursing care of adult clients with health alterations of specific physiological systems. Role requirements and processes utilized in managing groups of patients is introduced. Clinical included.

(PR – NUR 220 and NUR 225 and ASSOCIATED CRs)

NURSING 235, MATERNAL-CHILD NURSING, 6 Credits (4 theory; 2 clinical)

Focus is on the nursing role utilized in promoting health and caring for the child bearing family and pediatric clients. Clinical included.

(PR – NUR 220 and NUR 225 and ASSOCIATED CRs)

NURSING 241, HEALTH ALTERATIONS III, 9 Credits (4 theory; 5 clinical)

Focus is on nursing care of adult clients with health alterations of specific physiological systems. Clinical included.

(PR – NUR 230 and NUR 235 and ASSOCIATED CRs)

Revised: 9/05, 6/06, 7/07, 12/12, 6/15, 8/16, 8/18; 6/22; 7/25;

Reviewed: 5/05, 3/10, 7/10, 8/12; 8/17; 6/19; 5/20, 7/21, 6/23, 6/24, 6/26

MARSHALL UNIVERSITY COURSE DESCRIPTION SUPPORT COURSES

BIOLOGICAL SCIENCE 227 – Human Anatomy - 3 credit hours

Study of gross and microscopic anatomy of human body systems and their development. Provides preparation for degrees in health professions.

BIOLOGICAL SCIENCE 227L– Human Anatomy Lab – 1 credit hour

Laboratory companion course to BSC 227. Practical and computer aided exercises related to gross and microscopic anatomy of human body systems and their development.

BIOLOGICAL SCIENCE 228 – Human Physiology – 3 credit hours

Study of normal human physiology, from cells to systems. Provides the scientific background for understanding pathophysiology and preparation for degrees in health professions.

BIOLOGICAL SCIENCE 228L – Human Physiology Lab–1 credit hour

Laboratory companion course to BSC 228. Introduction of the scientific method, with focus on interpretation of data and application toward physiological systems. Does not count toward a major in Biological Sciences.

BIOLOGICAL SCIENCE 250 - Microbiology and Human Disease – 3 credit hours

Introduction to microbiology with emphasis on the role of microorganisms in the disease process.

BIOLOGICAL SCIENCE 250L– Microbiology and Human Disease Lab– 1 credit hour

Laboratory companion course to BSC 250. Practical exercises with emphasis on microscopy, microorganism identification, and aseptic technique.

CHEMISTRY 205 – General, Organic and Biochemistry – 3 credit hours

Introductory course for health professions students and non-science majors covering basic chemical principles with applications in organic chemistry and biochemistry.

ENGLISH 101 – Beginning Composition – 3 credit hours

Introduction to academic writing with emphasis on writing as a multi-stage process, critical thinking, and fundamental research strategies and skills.

DIETETICS 210 – Nutrition– 3 credit hours

Principles of human nutrition and their application in planning and evaluating dietaries for individuals and families.

PSYCHOLOGY 201 – General Psychology – 3 credit hours

Principles and methods in the scientific study of behavior.

SCHOOL OF NURSING, ADMINISTRATION, FACULTY, STAFF FACULTY

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WEST VIRGINIA RN BOARD AND THE NCLEX-RN

Excerpted from the WVRN Board:

“Individuals who are considering entering the nursing profession and who may have a criminal history often ask about potential barriers to licensure following successful completion of an approved nursing program.”

If this situation is of concern to you, please contact the Program Director or

[Click this link for information from the West Virginia RN Board](#)

PROGRAM OUTCOMES/DISCLOSURE

Performance on NCLEX-RN By Calendar Year (Aggregate data)

Pass Rates Table – Aggregated for the Entire Program				
Year	2023	2024	2025	Three-Year Average
First Time Pass Rate	91.8% (112/122)	97.6% (122/125)	95.4% (83/87)	94.9% (317/334)
Ultimate Pass Rate*	100% (122/122)	100% (125/125)	100% (87/87)	100% (334/334)

* all first-time test-takers and repeaters

Performance on NCLEX-RN By Cohort (Disaggregated)

Year	EXAMINATION PASS RATE			
	Cohort May # students passed divided by number who took NCLEX each semester		Cohort August/December # students passed divided by number who took NCLEX each semester	
	1 st attempt	Ultimate Pass Rate	1 st attempt	Ultimate Pass Rate
2025	97.92% (47/48)	100% (48/48)	97.8% (44/45)	100% (45/45)
2024	95.65% (66/69)	100% (69/69)	93.48% (43/46)	100% (46/46)
2023	94.74% (54/57)	100% (57/57)	100% (55/55)	100% (55/55)

SMSON Completion Rates (As of Spring 2026)

Admission cohort	4 semesters (On time)	6 semesters (150%)
Spring 2022	50.67	69.33
Fall 2022	71.60	82.72
Spring 2023	63.33	80.00
Fall 2023	57.14	77.14
Spring 2024	58.82	75.00
Fall 2024	75.95	88.61 Projected

Program Completion – Disaggregated By Cohort

Year	Cohort entered Fall	Cohort entered Spring
Entered 2024	75.95% (60/79) On Time Graduation May 2026	58.82% (40/68) On Time Graduation December 2025
Entered 2023	57.14% (40/70) On Time Graduation May 2025	63.33% (38/60) On Time Graduation December 2024
Entered 2022	71.60% (58/81) On Time Graduation May 2024	50.67% (38/75) On Time Graduation December 2023

Job Placement Rates

Job Placement Rate – Aggregate Data					
Year	2023		2024		2025
Response rate	100% (113/113)		97.41% (113/116)		100% (93/93)
Job Placement Rate	99.1% (112/113)		98.2% (111/113)		97.8% (91/93)
Job Placement Rate - Disaggregated by Graduating Cohort					
Year	Graduate in May		Graduate in Aug/December		
	Response Rate	Job Placement Rate	Response Rate	Job Placement Rate	
2025	100% 48 of 48 graduates	95.83% 46 of 48 respondents	100% 45 of 45 graduates	100% 45 out of 45 respondents	
2024	95.71% 67 of 70 graduates	100% 67 of 67 respondents	100% 46 of 46 graduates	96.65% 44 of 46 respondents	
2023	98.2% 56 of 57 graduates	100% 56 of 56 respondents	100% 56 of 56 graduates	100% 56 of 56 respondents	

[Please click here to view SMSON's Outcomes Data and Analysis](#)

PROJECTED EXPENSES NURSING CLASSES ONLY

<u>FIRST SEMESTER</u>		<u>THIRD SEMESTER</u>	
Tuition: 8 credits	\$2,720	Tuition: 13 credits (Capped at 12)	\$4,080
Lab Fee	\$100	Lab Fee	\$100
Uniform	\$150	Learning Resources	\$750
Learning Resources	\$1,480	Total:	\$4,930*
Background Check/Drug Screen	\$110		
Total:	\$4,560*		
<u>SECOND SEMESTER</u>		<u>FOURTH SEMESTER</u>	
Tuition: 12 credits	\$4,080	Tuition: 9 credits	\$3,060
Lab Fee	\$100	Lab Fee	\$100
Learning Resources	\$800	Learning Resources	\$525
Total:	\$4,980*	Graduation Expenses	\$100
		Total:	\$3,785*

* These expenses are approximate and they do **NOT** reflect the cost of the non-nursing courses.

Students will receive an invoice from St. Mary's School of Nursing for books and ATI resources. Students will receive a bill from MU for courses and fees for non-nursing courses and for nursing courses taken at St. Mary's Center for Education. Tuition is capped at 12 hours per semester. However, nursing courses and non-nursing courses are not counted together. For example, if a student is taking 13 hours of nursing courses and six hours of non-nursing courses, the student will be billed for 12 hours of nursing courses and six hours of non-nursing courses. However, if a student is taking only 13 hours of nursing courses, the student will be billed 12 hours of nursing courses only. Another example: if a student is taking eight hours of nursing courses and six hours of non-nursing courses, the student will be billed eight hours of nursing and six hours of non-nursing. Please contact the Admissions office or the Program Director for further clarification.

Payments for Learning Resources (books and ATI) are to be paid directly to SMMC-SON by the student.

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

SCHOOL OF RESPIRATORY CARE

MISSION STATEMENT

We prepare students to become competent, ethical, and compassionate respiratory therapists who treat every individual with dignity, respect, and compassion.

VISION STATEMENT

To provide every respiratory care student with an exceptional learning environment that fosters academic excellence, professional growth, and the knowledge, skills, and confidence needed to become successful respiratory care practitioner.

GOALS

Goal 1:

Prepare graduates who demonstrate competence in the cognitive (knowledge), psychomotor (technical skills), and affective (professional behaviors) domains of learning required for the practice of respiratory care as Registered Respiratory Therapists (RRT).

Goal 2:

To prepare graduates for leadership roles in respiratory care through a curriculum that incorporates measurable learning objectives focused on the development of competencies in management, education, research, and advanced clinical practice, including clinical specialization.

Graduates will be equipped with the knowledge, skills, and professional behaviors necessary to contribute to the advancement of the profession and the delivery of high-quality patient care.

Goal 3:

Prepare graduates to successfully complete the National Board for Respiratory Care (NBRC) credentialing examinations by achieving the high cut score on the Therapist Multiple-Choice (TMC) Examination and passing the Clinical Simulation Examination (CSE), leading to the attainment of the Registered Respiratory Therapist (RRT) credential upon graduation.

STATEMENT OF PHILOSOPHY

PERSON

Each person is a unique individual with inherent worth and dignity who possesses the capacity for rational thought, informed decision-making, and self-directed behavior. Individuals have physiological, psychosocial, emotional, and spiritual needs that influence their overall well-being. Each person's ability to respond and adapt to internal and external environmental changes varies throughout their lifespan. These responses directly affect the individual's ability to meet basic human needs, which are essential for achieving and maintaining optimal health.

ENVIRONMENT

The environment encompasses all physical, social, cultural, economic, and psychological conditions and influences that affect an individual throughout life.

Individuals continuously interact with and adapt to their environment through dynamic and reciprocal relationships.

Families, communities, healthcare systems, and society all contribute to the environmental factors that influence health, wellness, and quality of life.

HEALTH

Health is a dynamic and evolving state of physical, emotional, psychosocial, and spiritual well-being that is influenced by genetic, developmental, environmental, cultural, and behavioral factors. An individual's health status reflects the ability to adapt to environmental influences while meeting basic physiological and psychosocial needs. When these needs are not adequately met, alterations in physical, emotional, or psychosocial functioning may occur, resulting in illness or impaired well-being.

RESPIRATORY CARE

Respiratory care is both a science and a compassionate profession dedicated to the prevention, assessment, diagnosis, treatment, management, rehabilitation, and education of patients with cardiopulmonary disorders.

It integrates evidence-based scientific knowledge, clinical expertise, critical thinking, and patient-centered care to promote optimal respiratory health.

As an essential member of the interdisciplinary healthcare team, the respiratory therapist collaborates with physicians, nurses, and other healthcare professionals to provide safe, effective, and ethical respiratory care across diverse healthcare settings.

Respiratory therapists assess patient needs, develop and implement evidence-based therapeutic interventions, evaluate patient outcomes, educate patients and families, advocate for quality care, and contribute to the continuous improvement of healthcare delivery.

The ultimate goal of the respiratory therapist is to assist individuals in achieving and maintaining the highest possible level of cardiopulmonary health, functional independence, and quality of life through compassionate, evidence-based, and patient-centered care.

EDUCATION

Education is a lifelong, collaborative process that combines formal instruction, clinical experiences, experiential learning, scholarly inquiry, and professional development. Effective education promotes learning within the cognitive (knowledge), psychomotor (technical skills), and affective (professional behaviors and attitudes) domains, enabling students to integrate knowledge, clinical reasoning, technical competence, ethical principles, and professional values into clinical practice.

Learning is an active, student-centered process that is enhanced through meaningful experiences, repetition, reflection, critical thinking, problem-solving, and the practical application of knowledge. Learning is most effective when new concepts build upon previous experiences, individual learning differences are recognized, and educational activities are purposeful, relevant, and outcome-driven.

The faculty's primary responsibility is to facilitate learning by creating an inclusive, supportive, and intellectually challenging environment that promotes academic excellence, professional growth, clinical competence, ethical decision-making, leadership, and lifelong learning. Faculty provide guidance, mentorship, and evidence-based instruction that prepare students to meet the evolving demands of respiratory care practice.

The Bachelor of Science and Associate of Applied Science degrees in Respiratory Care are founded upon knowledge from the humanities, natural sciences, social sciences, behavioral sciences, and respiratory care sciences. These programs prepare graduates who demonstrate clinical competence, critical thinking, effective communication, collaboration, professionalism, accountability, cultural competence, ethical practice, and a commitment to evidence-based care.

Graduates are prepared to provide high-quality respiratory care across the continuum of healthcare, including acute care, critical care, emergency medicine, rehabilitation, home care, long-term care, and community health settings. They are equipped to function as competent, compassionate, and adaptable respiratory therapists who contribute to improving patient outcomes while embracing lifelong learning and professional development.

Approved: June 2007

Revised: January 2019, 6/23, 6/24; 6/26

Reviewed: 7/21; 6/22, 6/23; 7/25;

ORGANIZING FRAMEWORK

The Bachelor and Associate of Science in Respiratory Care program is designed to prepare graduates to assume the professional responsibilities of a respiratory therapist. The curriculum is grounded in the humanities and the natural, social, behavioral, and respiratory sciences, providing students with the knowledge, clinical reasoning, and technical competence necessary to deliver safe, evidence-based respiratory care.

The curriculum is organized around four foundational concepts: **the patient, the environment, health, and the respiratory therapist**. The patient is the central focus of care and is viewed as a unique individual with physiological, psychosocial, cultural, developmental, and spiritual needs. Students learn to assess and care for patients within the context of their families, communities, and healthcare environments.

Health is viewed as a dynamic state influenced by genetic, environmental, physical, psychological, social, and cultural factors throughout the lifespan. Respiratory care is both a caring profession and a scientific discipline dedicated to promoting, restoring, and maintaining optimal cardiopulmonary health through evidence-based assessment, treatment, education, and disease prevention.

These foundational concepts are reinforced throughout the curriculum as **horizontal threads**, which are recurring themes integrated across multiple courses from the introductory respiratory care courses through the senior-level capstone experience. Horizontal threads promote the progressive development of knowledge, clinical reasoning, professionalism, communication, patient safety, ethical practice, and evidence-based decision making.

Within the curriculum, the respiratory therapist is prepared to fulfill the professional roles of **clinician, patient advocate, educator, communicator, collaborator, manager, and leader**. As a provider of respiratory care, the therapist performs comprehensive patient assessments, applies critical thinking to develop appropriate care plans, implements therapeutic interventions, evaluates patient outcomes, and provides patient and family education. As a manager of respiratory care services, the therapist effectively utilizes personnel, equipment, and healthcare resources while coordinating patient care within an interdisciplinary healthcare team.

Effective communication and collaboration with physicians, nurses, and other healthcare professionals are essential components of professional practice and are emphasized throughout the curriculum. These professional roles and competencies are developed as **vertical threads**, which increase in complexity as students advance through the program. Vertical threads promote the continuous development of leadership, professionalism, clinical judgment, communication, patient-centered care, quality improvement, and lifelong learning.

The curriculum is intentionally sequenced to progress from foundational concepts to increasingly complex and specialized respiratory care practice. Early coursework introduces students to the fundamentals of respiratory care, normal cardiopulmonary physiology, patient assessment, and basic therapeutic procedures. As students advance, they build upon this foundation by studying alterations in health, cardiopulmonary disease processes, critical care, neonatal and pediatric respiratory care, advanced diagnostic procedures, and evidence-based clinical management.

Clinical education is integrated throughout the curriculum to reinforce classroom learning and provide progressively challenging experiences in a variety of healthcare settings. Students develop the knowledge, psychomotor skills, critical thinking abilities, professional behaviors, and clinical competence necessary to provide safe, ethical, and effective respiratory care across diverse patient populations.

The curriculum culminates in a comprehensive **capstone experience**, which integrates knowledge acquired throughout the program and prepares graduates for entry into professional practice. The capstone emphasizes clinical decision making, leadership, interprofessional collaboration, evidence-based practice, and preparation for the credentialing examinations required for practice as a Registered Respiratory Therapist (RRT).

Approved: June 2007

Reviewed: 7/21, 6/23, 7/25,

ADMISSION POLICY School of Respiratory Care

POLICY:

All applicants must meet specified requirements to be considered for admission as a student to St. Mary's/Marshall University Co-Operative School of Respiratory Care. All applicants must be either a high school graduate or have a high school equivalent through GED testing. All applicants are strongly encouraged to take the ACT exam and submit results to the Admissions Office.

Admission is competitive. The deadline for submitting applications is April 15 for fall admission. Please meet the deadline as established.

Applicants who received grades that prohibited progression in two or more respiratory courses will be considered for readmission after a one-year waiting period.

ADMISSION PROCEDURE:

Apply to Marshall University and St. Mary's School of Respiratory Care as described below.

Applicants must be admitted to Marshall University if applying to St. Mary's School of Respiratory Care. The following must be submitted to Marshall University (if not already a student at Marshall University) at the following address:

Office of Admissions
Marshall University
One John Marshall Drive
Huntington, WV 25755

1. Completed MU application
2. Appropriate MU application fee
3. Official transcripts from ALL colleges and universities attended

The following must be submitted/completed by the deadline to the Center for Education at the following address:

Admissions Office
St. Mary's Medical Center – Center for Education
2900 First Avenue
Huntington, WV 25702

1. Completed St. Mary's School of Respiratory Care application found on the web page at <http://www.st-marys.org>.
 - Go to the "Education & Training" tab.
 - Click on "School of Respiratory Care".
 - The application form is found on that page.
2. If the application is mailed, an application fee of \$30, which is non-refundable must be included (check or money order, no cash please).
3. If the application is hand-delivered, an application fee of \$30, which is non-refundable, may be paid at St. Mary's Medical Center on the 3rd Floor Business Office in person or with a credit/debit card by phone at 304-526-8932, or at the Center for Education (cash or check only).

Payments by Mail or In Person	Phone Payments	Payments Made In Person
St. Mary's Medical Center 2900 First Avenue, Huntington, WV, 25702 Attn: Ginger Walker	St. Mary's Medical Center Accounting Office – 3 rd Floor Phone: 304-526-8932 Attn: Ginger Walker A 2.25% credit/debit card fee will be applied	St. Mary's Medical Center - Center for Education 2853 5 th Ave. Huntington, WV 25702 Cash, Check, Money Order Only Pay fees to: Melba Curry – Admissions Leah Chapman - Admissions Paula Cremeans – Admin. Asst. Dr. Joey Trader – VP, CFE

4. Official high school transcript or GED.
5. Official transcript from ALL colleges or universities attended, including Marshall University. ACT scores, if taken, (St. Mary's code is 4551). If the ACT has not been taken, contact Marshall University for dates of administration.
6. Sign the Code of Conduct Statement and the Drug & Alcohol Testing statement contained in the application.

H. GED APPLICANTS MUST HAVE THE FOLLOWING:

1. Met criteria for GED admission as stated in the Marshall University catalog.
2. Completed 12 college semester credit hours, which must be 100 level or above courses and be taken for a grade. The grades must be “C” or above.
3. An overall 2.00 GPA or better on any college courses completed.
4. An overall 2.00 GPA on all courses completed at Marshall University.
5. ACT score, if taken, sent to the Center for Education at the address above.
6. Requested that GED Certification be sent to both St. Mary’s School of Respiratory Care and Marshall University.

I. APPLICANTS WITH AT LEAST 12 HOURS OF COLLEGE CREDIT MUST HAVE THE FOLLOWING:

1. A high school diploma or GED.
2. An overall 2.00 GPA or better on any college courses completed.
3. An overall 2.00 GPA on all courses completed at Marshall University.
4. ACT score, if taken, sent to the Center for Education at the address above.

If any applicant earns a D, F, or W in a required pre-entry course (BSC 227 & 228L, CHM 205, ENG 101), the applicant may still be accepted into the program provisionally given the applicant completes all of these courses with a C or better prior to the first day of the first respiratory course.

If any applicant earns a D, F, or W in any other required support course(s), the applicant may be considered for re-admission, however, you must still retake and earn a C or greater in the required support course(s) per the normal course progression regarding co-requisite or prerequisite placement.

J. APPLICANTS REQUESTING TRANSFER/ADVANCED PLACEMENT FROM ANOTHER RESPIRATORY CARE PROGRAM MUST HAVE THE FOLLOWING:

1. An overall 2.00 GPA or better on all courses completed.
2. An overall 2.00 GPA on all courses completed at Marshall University.
3. A copy of all course syllabi for the completed courses at the previous respiratory school.
4. Paid a \$75 transfer consideration fee.

NOTE: Transfer/Advanced Placement applicants will be evaluated on an individual basis.

K. ADDITIONAL INFORMATION FOR ADMISSION TO ST. MARY’S SCHOOL OF RESPIRATORY CARE:

- A “C” grade or better is required for each of the courses transferring for credit toward the requirements for the respiratory care program.

- CLEP credit is also accepted for some courses (the applicant is responsible for all fees associated with this).

Challenge Exam Procedure

If a student feels they have already met the requirements of a specific respiratory therapy course, they have the option to bypass attendance for that specific course. The procedure below outlines the steps and requirements students must meet/take to bypass course attendance.

- The student indicates the course they intend to bypass to the program director at St. Mary's CFE - School of Respiratory Care
- The program director in conjunction with the instructor of record for the course can either create a challenge examination or use an existing comprehensive final examination.
- The student completes the exam under the supervision of St. Mary's CFE.
- The grade the student receives for the course is at the discretion of the instructor of record and program director.
- The student must still register for the course and pay any associated course fees.
- The student has the option to attend the course and complete the course if they fail the given challenge/final examination.
- Marshall University College Of Health Professions must be provided with sufficient documentation that a student has completed a challenge exam and the grade the student will receive.
- St. Mary's School of Respiratory Care and Marshall University reserve the right to accept or reject individual non-major courses that are other than those listed in the respiratory curriculum.
- It is the applicant's responsibility to assure all transcripts, fees, etc. are present at both St. Mary's Center for Education and Marshall University.
- Applicants missing information will not be considered.
- Applicants will be notified concerning their acceptance.

L. ALL APPLICANTS TO THE SCHOOL OF RESPIRATORY CARE MUST BE ABLE TO MEET THE PHYSICAL, EMOTIONAL, AND FUNCTIONAL DEMANDS OF A RESPIRATORY THERAPIST POSITION. THE CRITERIA FOLLOW:

- Applicants need to be aware that respiratory and respiratory education can be rigorous and physically, mentally, and emotionally demanding. A healthy status in all areas is essential for the completion of the program.

- The public expects the professional respiratory therapist to have been prepared to provide safe and effective care.
- The Americans with Disabilities Act (ADA) provides the legal framework to guide these responsibilities.
- If you are a student who has a disability requiring accommodations, notify ALL instructors of each course within the first two (2) weeks of class.

Specific health, physical and technical requirements are required from all candidates entering the Respiratory Care program. The clinical practicum requires that each student be capable of demonstrating the following functions

The attached Essential Functions/Core Performance Standards Worksheet provides the framework and categories that relate to an individual's functional ability, activities/attributes, and any limitations/deficits of functional abilities

1. Gross Motor Ability	• Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders • Reach below the waist • Reach out front	Skills: • Grasp, hold, and read small instruments such as volume-measuring devices. • Lift medication vials to eyes to read. • Record patient data in the record or change the settings on equipment by turning the knob and observing change(s). • Squeeze the suction catheter button • Squeeze medication vials to empty. • Write in the patient chart. • The ability to move around and maintain your balance in tight spaces between patients and equipment.
2. Fine Motor Ability	• Pickup objects with hands • Grasp small objects with hands • Write clearly and neatly with a pen or pencil • Enter data on a keyboard • Pinch/squeeze or pick up objects	Skills: • Change equipment settings above the head and below the waist. • Function in an ICU environment by moving about in an ICU room to perform procedures on the patient.

	• Twist objects/knobs with hands • Possess manual dexterity for sterility and infection control purposes.	• Students must also read patient chart, equipment settings, and/or equipment displays • Sit or stand to record findings.
3. Physical Endurance	• Stand at the patient's side during the procedure • Sustain repetitive movements • Maintain physical tolerance (continue tasks throughout a shift) • Work and complete tasks at a reasonable pace	Skills: • Bend to change equipment settings on the floor, at knee level, waist level, chest level, eye level, or above the head. • Gather equipment and manually resuscitate patients. • Make rapid adjustments if needed to ensure patient safety. • Make way to patient's room if an emergency is called using stairs. • Turn to change settings on the monitor while standing at the patient's bedside
4. Physical Strength	• Push, pull, lift, move, and support 10 - 60 pounds • Carry equipment/supplies • Squeeze with hands (e.g., use of a manual resuscitator)	Skills: • Procedures such as CPT and CPR require that you stand, move, and perform repetitive procedures on patients throughout the day. • You will repeat this procedure periodically throughout a shift.
5. Mobility	• Twist • Bend • Stoop/squat	Skills: • Help patient up in bed and from stretcher to bed and back.

	• Move quickly • Walk and climb ladders/stools/stairs	• Carry medications, pulse oximeter, stethoscope, or other equipment to the patient room. • Push the ventilator or other heavy equipment from the respiratory care department to the patient room. • Lift equipment from bed height to shelf height above chest level.
6. Hearing	• Hear normal and different speaking level sounds • Hear faint sounds & voices • Hear audible alarms • Hear telephones • Hear sounds with a stethoscope (e.g., lungs and heart sounds) • Hear in situations when you are not able to see the patients, family members, and other members of the healthcare team	Skills: • Hear audible alarms such as a ventilator alarm. • Hear overhead pages to call for emergency assistance • Listen to heart sounds to determine if the heart is beating. • Determine the intensity and quality of patient breath sounds to help determine a diagnosis. • Listen to the patient's breath sounds to determine if the patient is breathing.
7. Visual	• See objects from 20 inches to 20 feet away • Distinguish color and intensity • See emergency lights/lamps objects object up to 20 inches away • Use peripheral vision	Skills: • Confirm settings visually such as with ventilator display. Read the patient chart to determine the correct therapy. • Read settings on monitors and other equipment. • Visually assess patient color to assess for hypoxia

	• Use depth perception • Visually assess clients	or any changes in patient condition.
8. Tactile	• Detect environmental temperature • Detect the patient's temperature • Feel the differences in sizes, and shapes (e.g., palpate artery/vein) • Feel differences in sizes and shapes • Feel vibrations (e.g., pulses)	Skills: • Assess the patient by feeling for a pulse, temperature, tactile fremitus, edema, and subcutaneous emphysema. • Palpate vein, artery, and other body landmarks • Notice surface characteristics of skin turgor, pitting edema, rashes
9. Smell	• Detect odors from the client • Detect smoke • Detect gas or noxious smells (e.g. gas leak or smoke)	Skills: • Assess for unusual odors originating from the patient or environment requiring attention. ✓ Foul-smelling drainage ✓ Alcohol ✓ Smoke ✓ Gases ✓ Noxious smells
10. Reading	• Read and interpret physicians' orders • Read and understand written documents • Read the very fine or small print • Read digital and analog displays	Skills: • Read and interpret physician orders and/or physician, therapist, and nurse's notes. • Read from a computer monitor screen. • Gather data accurately, and in a reasonable amount of time to ensure safe and effective patient care relative to other caregivers.

11. Math	• Calibrate equipment • Compute fractions • Convert numbers to metric • Count rates (e.g. pulses, breathing rate) • Tell and measure time (duration) • Perform basic arithmetic functions add, subtract, multiply, divide • Read and understand columns of writing (e.g. flow sheets) • Read digital displays and graphic printouts • Read graphs (e.g. vital sign sheets, ventilator flow • Read measurement marks • Record numbers (chart observed parameters) • Use a calculator • Use measuring tools (e.g., thermometer, MIP/NIF, Peak Flow, VC)	Skills: • Read, comprehend and interpret patient graphics charts and graphic displays. • Perform basic arithmetic functions to calculate minute ventilation, convert temperature, correctly place graduated tubing and other functions. • V •
12. Emotional Stability	• Establish therapeutic boundaries • Provide client with appropriate emotional support • Adapt to changing environment stress • Deal with the unexpected (e.g., emergency situations, trauma)	Skills: • Provide safe patient care despite a rapidly changing and intensely emotional environment. • Perform multiple tasks concurrently such as delivering medication or oxygen in one room while performing an arterial blood gas in another (in an

	• Perform multiple responsibilities concurrently • Show appropriate compassion through communications	emergency room or general floor environment). • Maintain enough composure to provide for effective patient care despite crisis circumstances.
13. Analytical Thinking	• Evaluate outcomes • Prioritize tasks • Problem solve • Process and interpret information from multiple sources • Transfer/extrapolate knowledge from one situation to another • Use long- and short-term memory	Skills: • Evaluate priorities and different sources of diagnostic information to help arrive at a patient diagnosis. • Appropriately evaluate data to notify physicians and nurses when necessary.
14. Critical Thinking	• Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information and adapt decisions based on new information • Make decisions independently	Skills: • Evaluate priorities and different sources of diagnostic information to help arrive at a patient diagnosis and treatment plan.
15. Interpersonal	• Respect differences in clients • Negotiate interpersonal conflict • Establish rapport with patients, patients family's and co-workers	Skills: • Communicate effectively under any circumstance (courteous or offensive) with patients, families, doctors, nurses, and other staff to meet therapeutic goals for the patient.

	• Work effectively with physicians, staff, clients, and their families • Respect & value cultural differences in others	
16. Communication	• Convey information through writing • Teach patients & Family members • Explain procedure(s) • Give oral reports • Speak clearly and distinctly • Speak on the telephone	Skills: • Communicate effectively and appropriately with doctors, nurses, patients, family, and other staff to provide for most effective and efficient patient care.

NOTE: This description reflects the general details considered necessary to describe the principle functions of the physical demands for this program.

Formulated: Fall 2005

Revised: Spring 2005, 7/10, 8/12, 12/14; 7/15, 6/24

Reviewed: January 2010; 7/17, 7/18, 6/19, 7/21; 6/22, 6/23, 7/25, 6/26

CURRICULUM OBJECTIVES/STUDENT LEARNING OUTCOMES

Upon completion of the program, the graduate will:

- I. ASSESSMENT
 - a. Complete comprehensive assessments.
- II. CLINICAL DECISION MAKING
 - a) Utilize assessment data and evidence-based information to make decisions that ensure safe, effective, individualized care.
 - b) Evaluate the effectiveness of care and modify patient care as needed.
- III. CARING INTERVENTIONS
 - a) Provide care that assists the patient in meeting needs.
 - b) Implement caring behaviors that are nurturing, protective, compassionate, and person-centered.
- IV. TEACHING/LEARNING
 - a) Implement an individualized teaching plan based on the assessed needs of the patient and significant others.
 - b) Provide assistive personnel with relevant instruction to support achievement of patient outcomes.
- V. COLLABORATION
 - a) Collaborate with the patient, significant others, and members of the health care team to plan, implement, and evaluate patient care.
 - b) Function as an advocate, liaison, coordinator and colleague in working with the health care team toward the achievement of positive patient outcomes.
- VI. MANAGING CARE
 - a) Assist the patient to achieve positive outcomes by effectively utilizing human, physical, financial, and technological resources.
 - b) Utilize the management process (plan, organize, direct, and control) to assist patients to interact effectively with the health care system.
- VII. COMMUNICATION
 - a) Communicate effectively with members of the health care team utilizing appropriate methods and skills.
 - b) Utilize therapeutic communication skills when interacting with patients and significant others.
- VIII. PROFESSIONAL BEHAVIORS
 - a) Practice respiratory care within the ethical, legal, and regulatory framework.

Approved: June 2007 Reviewed: 7/21; 6/22, 6/23, 7/25,

Title of Position: Registered Respiratory Therapist

Aptitudes:

These aptitudes are considered to be occupationally significant for the specific job description: i.e., essential for successful job performance.

Reading/Verbal:

Ability to read and understand meanings or words and ideas associated with them, and to use them effectively. To comprehend language, understand relationships between words, and understand the meanings of whole sentences and paragraphs. The ability present information and ideas clearly.

Writing:

Ability to write with proper grammar and spelling.

Numerical:

Ability to perform arithmetic operations quickly and accurately.

Form perception:

Ability to perceive pertinent detail in objects or in pictorial or graphic material: to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception:

Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, proofread words and numbers, and avoid perceptual errors in arithmetic computation.

Motor Coordination:

Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. The ability to make a movement response accurately and quickly.

Finger Dexterity:

The ability to move the fingers and manipulate small objects with the fingers rapidly and accurately.

Manual Dexterity:

Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.

Temperaments:

These temperaments are considered to be occupationally significant for the specific job description: i.e., essential for successful job performance,

- Situations involving communication with patients and the public, whether on the telephone, in writing or in person.
- Situations involving a variety of duties often characterized by frequent change.
- Situations involving the necessity of dealing with people in actual job duties beyond giving and receiving instructions.
- Situations involving influencing people in their opinion, attitudes, or judgments about ideas or things.
- Situations involving performing adequately under stress when confronted with the critical or

unexpected.

- Situations involving the evaluation of information against sensory or judgmental criteria.
- Situations involving the evaluation of information against measurable or verifiable criteria.
- Situations involving the interpretation of feelings, ideas, or facts in terms of personal viewpoint.
- Situations involving the precise attainment of set limits, tolerance or standards.

Physical Demands:

Physical demands are those physical activities required of a worker in a job. The worker must possess physical capabilities at least in an amount equal to the physical demands made by the job. The minimum physical qualifications are listed below.

Reaching:

Extending the hands and arms in any direction.

Handling:

Seizing, holding, grasping, turning, or otherwise working with the hand or hands.

Fingering: Picking, pinching, or otherwise working with the fingers primarily.

Feeling:

Perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin particularly those of the fingertips.

Talking:

Expressing or exchanging ideas by means of the spoken word.

Hearing:

Perceiving the nature of sounds by the ear.

Acuity, far:

Clarity of vision at 20 feet or more.

Acuity, near

Clarity of vision at 20 inches or less.

Depth perception:

3-dimensional vision. The ability to judge distance and space relationships so as to see objects where and as they actually are.

Accommodation:

Adjustment of the lens of the eye to bring an object into sharp focus. This item is especially important when doing near-point work at varying distances from the eye.

Essential Function/Core Performance Standards – Respiratory Therapy Student

In your role as a respiratory therapy student, there are job-specific health, physical and technical requirements required of all candidates enrolled in the Respiratory Care program. When participating in your assigned clinical practicum, you will be required to demonstrate the following tasks and functions.

You will demonstrate gross and fine motor abilities, physical strength and endurance, mobility, hearing, visual, tactile, smell, reading, math, emotional stability, analytical and critical thinking, and interpersonal and communicative skills.

You must review the descriptions in each area and acknowledge a complete understanding of these requirements.

The attached Essential Functions/Core Performance Standards Worksheet provides valuable and essential information by categories that relate to an individual's functional ability, activities/attributes, and any limitations/deficits of practical skills. The Respiratory Care Program shall implement these standards in combination with the professional scope of practice, job analysis, and expert consultation to make decisions related to the ability of the respiratory therapy student to perform the essential functions of respiratory care.

Essential Function/Core Performance Standards – Respiratory Therapy Student

Description	Typical RT Routine	Skills Required
Gross Motor Ability	• Move within confined space • Sit and maintain balance • Stand and maintain balance • Reach above shoulders • Reach below the waist • Reach out front • Extending hands and arms in any direction • Seizing, holding, grasping, turning or otherwise working with the hand or both hands • Feeling: Perceiving such attributes of objects and materials as size, shape, temperature, or texture	• Grasp, hold, and read small instruments such as volume-measuring devices • Lift medication vials to eye level to read • Record patient data in the record or change the settings on equipment by turning the knob and observing change(s) • Squeeze the suction catheter button • Squeeze medication vials to empty • Write/keyboard in the patient chart • Reach for IV poles • Plug electric-powered equipment into the wall electrical outlet

		The ability to move around and maintain your balance in tight spaces between patients and equipment
Fine Motor Ability	- Pickup objects with hands - Grasp small objects with hands - Fingering: Picking, pinching, or otherwise working with the fingers primarily - Write clearly and neatly with a pen or pencil - Enter data on a keyboard - Pinch/squeeze or pick up objects - Twist objects/knobs with hands - Possess manual dexterity for sterility and infection control purposes	- Change equipment settings above the head and below the waist - Function in an ICU environment by moving about in an ICU room to perform procedures on the patient - Student must also read patient charts and equipment settings, and/or equipment displays - Sit or stand to record finding - Turn knobs or objects using both hands - Manipulate a syringe
Description	Typical RT Routine	Skills Required
Physical Endurance	- Stand at the patient's side during the procedure - Sustain repetitive movements - Maintain physical tolerance (continue tasks throughout a shift) - Work and complete tasks at a reasonable pace	- Bend to change equipment settings: - On the floor - At knee level - At the waist level - At the chest level - At the eye level - Above the head - Gather equipment and manually resuscitate patients - Make rapid adjustments if needed to ensure patient safety

		• Make way to patient's room if an emergency is called using the stairways • Turn to change settings on the monitor while standing at the patient's bedside • Use both hands to do CPR • Work an entire shift of 8, 12, or 16 hours • Stand by the patient's side during a surgical or therapeutic procedure
Physical Strength	• Push, pull, lift, move, and support 10 - 100 pounds • Carry equipment/supplies 25 – 100 pounds • Squeeze with hands ▪ Use of a manual resuscitator ▪ Ability to push/roll 50 – 100 pounds • Move heavy objects weighing from 10-50 pounds by using upper body strength • Move Ventilators, BiPAP's etc.	• Procedures such as CPT and CPR require that you stand, move, and perform repetitive procedures on patients throughout the day • You will repeat this procedure periodically throughout a shift • Support 25 pounds of weight - ambulate patient • Lift 25 pounds or more picking up the child or transfer the patient • Defend self against the combative patient and physically restrain a patient • Carry equipment/supplies
Description	Typical RT Routine	Skills Required
Mobility	• Twist · Bend · Stoop/Squat • Move quickly ▪ At times walking at a rapid pace • Walk and climb ladders/stools/stairs	• Help patient up in bed and from stretcher to bed and back • Carry medications, pulse oximeter, stethoscope, or other equipment to the patient room

	- Physical endurance and ability to work effectively in a clinical setting for 8, 12, and 16 hrs./day - Move in and out of treatment areas - Reach equipment and parts of the patient's body - Reach below waist level to manipulate equipment - Able to move quickly from place to place to perform patient care - Reach above shoulder height to manipulate equipment	- Push the ventilator or other heavy equipment from the respiratory care department to the patient room - Lift equipment from bed height to shelf height above chest level - Support and transfer patients safely from bed to wheelchair, and modify patient position in bed - Respond to Emergency, Rapid Response, and STAT calls
Hearing	- Hear normal and different speaking level sounds - Communicate and interact with patients, staff, and families from a variety of cultural backgrounds - Hear faint sounds & voices - Hear percussion sounds during patient assessment - Hear audible alarms - Hear telephones/pagers - Hear sounds with a stethoscope - Lungs Sounds - Heart sounds - Hear in situations when you are not able to see the patients, family members, and other members of the healthcare team	- Hear audible alarms such as a ventilator alarm - Hear overhead pages to call for emergency assistance - Listen to heart sounds to determine if the heart is beating - Determine the intensity and quality of patient breath sounds to help determine a diagnosis - Listen to the patient's breath sounds to determine if the patient is breathing - Perceiving the nature of sounds by the ear
Description	Typical RT Routine	Skills Required

Visual	• See objects from a few inches to 20 feet away • Distinguish color and intensity • See emergency lights/lamps objects object up to a few inches away • Use peripheral vision • Use depth perception • Visually assess clients • Acuity, far: ▪ Clarity of vision at 20 feet or more • Acuity, near: ▪ Clarity of vision at 20 inches or less • Depth perception: 3-dimensional vision ▪ The ability to judge distance and space relationships to see objects where and as they are • Accommodation: ▪ Adjustment of the lens of the eye to bring an object into sharp focus ▪ Especially important when doing near-point work at varying distances from the eye	• Confirm settings visually such as with ventilator display • Read the patient chart and written instructions/orders to determine the correct therapy • Read settings on monitors and other equipment • Visually assess patient color to assess for hypoxia or any changes in patient condition • See objects up to 20 inches away ▪ Information on a computer screen, skin conditions, etc. • See objects up to 20 feet away ▪ Observe a patient in a room • Use depth perception and peripheral vision • Distinguish color ▪ Color codes on supplies ▪ Charts ▪ Bed • Distinguish color intensity ▪ Flushed skin ▪ Pale skin
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Description	Typical RT Routine	Skills Required
Tactile	• Detect environmental temperature • Detect the patient's temperature • Feel the differences in sizes, and shapes (e.g., palpate artery/vein)	• Assess the patient by feeling for: ▪ Pulse ▪ Temperature ▪ Tactile fremitus ▪ Edema ▪ Subcutaneous emphysema

	• Feel differences in sizes and shapes • Feel vibrations (e.g., pulses)	▪ Palpate: • Vein • Artery • Other body landmarks • Notice surface characteristic ▪ Skin turgor ▪ Pitting edema ▪ Rashes
Smell	• Detect odors from the client • Detect smoke • Detect gas or noxious smells ▪ Gas leak ▪ Smoke	• Assess for unusual odors originating from the patient or environment requiring attention ▪ Foul-smelling drainage ▪ Alcohol ▪ Smoke ▪ Gases ▪ Noxious smells
Reading	• Read and interpret physicians' orders • Read and understand written documents • Read the very fine or small print • Read digital and analog displays	• Read and interpret physician orders and/or physician, therapist, and nurse's notes • Read from a computer monitor screen • Gather data accurately, and in a reasonable amount of time to ensure safe and effective patient care relative to other caregivers

Description	Typical RT Routine	Skills Required
Math	• Calibrate equipment • Compute fractions • Convert numbers to metric • Count rates ▪ Pulse rate ▪ Respiratory rate	• Read, comprehend and interpret patient graphics charts and graphic displays • Perform basic arithmetic functions to calculate: ▪ Minute ventilation ▪ Convert temperature

	• Tell and measure time (duration) • Perform basic arithmetic functions: ▪ Addition ▪ Subtraction ▪ Multiplication ▪ Division • Read and understand columns of writing ▪ Flow sheets ▪ Charts • Read digital displays and graphic printouts • Read graphs: ▪ Vital sign records ▪ Ventilator flow records • Read measurement marks • Record numbers and chart observed parameters • Use a calculator • Use measuring tools ▪ Thermometer ▪ MIP/NIF gage ▪ Peak Flow ▪ Vital Capacity	▪ Correctly place graduated tubing and other functions
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Description	Typical RT Routine	Skills Required
Emotional Stability	• Establish therapeutic boundaries • Provide client with appropriate emotional support • Adapt to changing environment stress • Deal with the unexpected (e.g., emergency situations, trauma) • Perform multiple responsibilities concurrently • Show appropriate compassion through communications	• Provide safe patient care despite a rapidly changing and intensely emotional environment • Perform multiple tasks concurrently such as: ▪ Delivering medication or oxygen in one room while performing an arterial blood gas in another (in an emergency room or general floor environment) ▪ Maintain enough composure to provide for effective patient care despite crisis circumstances
Analytical Thinking	• Evaluate outcomes • Prioritize tasks • Problem solves • Process and interpret information from multiple sources • Transfer/extrapolate knowledge from one situation to another • Use long- and short-term memory	• Evaluate priorities and different sources of diagnostic information to help arrive at a patient diagnosis • Appropriately evaluate data to notify physicians and nurses when necessary
Critical Thinking	• Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills	• Evaluate priorities and different sources of diagnostic information to help arrive at a patient's diagnosis and treatment plan

	• Sequence information and adapt decisions based on new information • Make decisions independently	
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Description	Typical RT Routine	Skills Required
Interpersonal	• Respect differences in clients • Negotiate interpersonal conflict • Establish rapport with patients, patients' families and co-workers • Work effectively with physicians, staff, clients, and their families • Respect & value cultural differences in others	• Communicate effectively under any circumstance (courteous or offensive) with patients, families, doctors, nurses, and other staff to meet therapeutic goals for the patient
Communication	• Convey information through writing • Teach patients & Family members • Explain procedure(s) • Give oral reports • Speak clearly and distinctly • Speak on the telephone • Expressing or exchanging ideas by means of the spoken word	• Communicate effectively and appropriately with doctors, nurses, patients, family, and other staff to provide for most effective and efficient patient care.

NOTE: This description reflects the general details considered necessary to describe the principle functions of the physical demands for this program

TITLE: PROGRAM REQUIREMENTS: SCHOOL OF RESPIRATORY CARE

POLICY: Graduation from the program requires successful completion, with a grade of “C” or higher, of one hundred twenty-one (121) credit hours. Seventy (70) credit hours are respiratory courses, and fifty one (51) credit hours are support courses.

PURPOSE: To meet the requirements for graduation.

PROVISIONS OR DIRECTIONS FOR IMPLEMENTATION:

STUDENT CURRICULUM GUIDE

Bachelor of Science

Freshman Year

Course Number	Fall Semester Course Description	Credit Hours	Course Number	Spring Semester Course Description	Credit Hours
BSC 227 & 227L	Human Anatomy	4	BSC 228 & 228L	Human Anatomy	4
CHM 205	General Chemistry	3	SOC 200	Introduction to Sociology	3
MTH 121	Concepts & Application	3	HS 200	Medical Terminology	3
ENG 101	English Composition	3		Humanities Elective	3
FYS 100	First Year Seminar	3		Fine Arts – ART 112, MUS 142, THE 112	3
	TOTAL HOURS	16		TOTAL HOURS	16

Sophomore Year

Course Number	Fall Semester Course Description	Credit Hours	Course Number	Spring Semester Course Description	Credit Hours
BSC 250 & 250L	Microbiology Human Diseases	4	RSP 201	Pulmonary Pathophysiology	3
RSP 100	Respiratory Pharmacology	3	RSP 203	Respiratory Internship 1	4
RSP 101	Introduction to Respiratory Care	3	RSP 212	Acute/Chronic Pulmonary Mgt	3
RSP 102	Introduction to Respiratory Care Procedures	3	CMM 103	Fundamentals of Speech	3
RSP 102L	Introduction to Respiratory Care Procedures Lab	1	ENG 201	English Composition	3
	TOTAL HOURS	14		TOTAL HOURS	16

Junior Year

Course Number	Fall Semester Course Description	Credit Hours	Course Number	Spring Semester Course Description	Credit Hours
RSP 202	Introduction to Mechanical Ventilation	3	RSP 206	Intro to Neo/Peds Resp Care	3
RSP 207	Introduction to Critical Care Management	3	RSP 210	Respiratory Internship 3	4
RSP 209	Respiratory Internship 2	4	RSP 308	Respiratory Management & QI	3
RSP 303	Respiratory Education	3	RSP 314	Advanced Mechanical Ventilation	3
	TOTAL HOURS	13		TOTAL HOURS	13

Senior Year

Course Number	Fall Semester Course Description	Credit Hours	Course Number	Spring Semester Course Description	Credit Hours
RSP 302	Respiratory Internship 4	4	RSP 403	Respiratory Care Research	3
RSP 304	Advanced Neo/Peds Critical Care	3	RSP 404	Advanced Practicum	4
RSP 307	Advanced Critical Care	4	RSP 407	Clinical Decision Making	3
RSP 401	Introduction to Sleep Disorders	4	RSP 420	Capstone in Respiratory Care	5
	TOTAL HOURS	15		TOTAL HOURS	15

Reviewed: 6/19; 6/20; 6/24; 7/25; 6/26

Revised: 7/21, 6/23

STUDENT CURRICULUM GUIDE

Associate of Applied Science

Prerequisite Courses

Course Number	Course Description	Credit Hours
BIOL 257	Intro to Anatomy & Physiology	3
BIOL 259	Intro to Anatomy & Physiology - Lab	3
MAT 120	Applied Professional Math	3
ENL 101	Written Communication	3
COM 112	Oral Communication	3
PSYC 211	Child Development	3
Total Prerequisites Course Hours		18

Year 1

Fall Semester			Spring Semester		
Course Number	Course Description	Cr Hr	Course Number	Course Description	Cr Hr
RESP 100	Respiratory Pharmacology	3	RESP 201	Pathophysiology	3
RESP 101	Patient Assessment/Intro to Resp	4	RESP 209	Clinical Experience II	2
RESP 102	Introduction to Respiratory Skills	3	RESP 211	Procedure & Application	4
RESP 102L	Introduction to Respiratory Skills Lab	1	RESP 212	Pulmonary Diagnostics	3
RESP 104	Clinical Experience I	1	RESP 201		
Total Fall Semester Hours		12	Total Spring Semester Hours		12

Year 2

Fall Semester			Spring Semester		
Course Number	Course Description	Cr Hr	Course Number	Course Description	Cr Hr
RESP 202	Mechanical Ventilation I	3	RESP 208	Respiratory Seminar	5
RESP 206	Neonatal/Pediatric Respiratory Care	3	RESP 214	Mechanical Ventilation II	3
RESP 207	Critical Care Management	3	RESP 215	Critical Care Management II	3
RESP 210	Clinical Experience III	3	RESP 216	Clinical Experience IV	2
Total Fall Semester Hours		12	Total Spring Semester Hours		13

Course Descriptions
Bachelor of Science
School of Respiratory Care

Note:

For any course listed in this table, you must be formally accepted into the Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
RSP 100	Respiratory Pharmacology	3	Introduces the student to the basic pharmacology of medicines used in respiratory care and physiological implications on the human body.	- BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L	Acceptance to Respiratory Program	- RSP 101 - RSP 102 - RSP 102L
RSP 101	Introduction to Respiratory Care	2	Introduces the student to the history of respiratory care and professional organizations. Emphasis is on the role of the respiratory therapist as a member of the health care team.	- BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L	Acceptance to Respiratory Program	- RSP 101 - RSP 102 - RSP 102L
RSP 102	Introduction to Respiratory Care Procedures	3	Administration of medical gases, humidity, and aerosol therapy with emphasis on the handling of medical gases and safety in administration. Techniques of therapeutic procedures used in respiratory care are included.	- BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L	Acceptance to Respiratory Program	- RSP 101 - RSP 102 - RSP 102L
RSP 102L	Introduction to Respiratory Care Procedures - Lab	1	Administration of medical gases, humidity, and aerosol therapy with emphasis on the handling of medical gases and safety in administration. Techniques of therapeutic procedures used in respiratory care are included.	- BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L	Acceptance to Respiratory Program	- RSP 101 - RSP 102 - RSP 102L
RSP 201	Pulmonary Pathophysiology	3	Emphasis is placed on the etiology, signs and symptoms, pathology, clinical manifestations, sequelae, and- treatment. The respiratory therapist's role in recognizing and treating pulmonary diseases is highlighted.	Sophomore Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L	Sophomore Level Status - RSP 100 - RSP 101 - RSP 102 - RSP 102L	Sophomore Level Status - RSP 203 - RSP 212
RSP 202	Mechanical Ventilation Technology and Mgt.	3	An introduction to the fundamentals of mechanical ventilation techniques and terminology. Monitoring and the ability to solve clinical problems relating to mechanical ventilation are emphasized. Lab included.	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 &	Junior Level Status - RSP 102 - RSP 102L - RSP 201 - RSP 203 - RSP 212	Junior Level Status - RSP 207 - RSP 209

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
				250L RSP 100 • RSP 101		
RSP 203	Respiratory Internship (1 - 4 hr.)	4	Emphasis is on information gathering from the patient record, physical evaluation of the patient, and basic respiratory interventions	Sophomore Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L RSP 100	Sophomore Level Status • RSP 101 • RSP 102 • RSP 102L	Sophomore Level Status • RSP 201 • RSP 212

Note:

For any course listed in this table, you must be formally accepted into the Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
RSP 206	Neonatal/Pediatric Respiratory (Intensive)	3	Provide knowledge of neonatal/pediatric patients, fetal cardiopulmonary development and changes at birth, care methods used, and evaluation of neonatal and pediatric patients are covered.	Junior Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 102 • RSP 102L	Junior Level Status • RSP 201 • RSP 202 • RSP 203 • RSP 207 • RSP 209 • RSP 212	Junior Level Status • RSP 210 • RSP 303 • RSP 308 • RSP 314
RSP 207	Introduction to Critical Care Management	3	Designed to provide the student with knowledge of airway management, Trans tracheal oxygen therapy and aspiration, bronchoscopy, thoracentesis, pleural chest tubes, arterial lines, ABG interpretation, and analysis, transports, and electrocardiogram interpretation	Junior Level Status • BSC 227 & 227L • BSC 228 & 228L	Junior Level Status • RSP 102 • RSP 102L • RSP 201	Junior Level Status • RSP 202 • RSP 209

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
				- BSC 250 & 250L RSP 100 - RSP 101	- RSP 203 - RSP 212	
RSP 209	Respiratory Internship 2	3	Emphasis is on the supervised practice of humidity and aerosol therapy, aerosol drug therapy, lung inflation therapy, and techniques used in electrocardiography	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L RSP 100 - RSP 101	Junior Level Status - RSP 102 - RSP 102L - RSP 201 - RSP 202 - RSP 203	Junior Level Status - RSP 202 - RSP 207
RSP 210	Respiratory Internship III	3	The emphasis is on the supervised practice of arterial blood gas sampling and analysis, arterial line management, chest tube management, ECGs observation of hemodynamic measurement and monitoring, IABP management.	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L RSP 100 - RSP 101 - RSP 102	Junior Level Status - RSP 102L - RSP 201 - RSP 202 - RSP 203 - RSP 209	Junior Level Status - RSP 303 - RSP 309

Note:

For any course listed in this table, you must be formally accepted into the Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisite
RSP 212	Acute/Chronic Pulmonary Management	3	Emphasis is placed on pulmonary function testing/interpretation and care of a patient with long-term pulmonary disability requiring home care and rehabilitation	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L - RSP 100 - RSP 101	Junior Level Status - RSP 102 - RSP 102L - RSP 201 - RSP 202 - RSP 203	Junior Level Status - RSP 201 - RSP 203
RSP 302	Respiratory Internship IV	2	Emphasis is on cardiopulmonary assessment and treatment of trauma, post-surgical, cardiac, renal, neonatal, and pediatric patients with the refinement of monitoring procedures and interpretation of data.	Senior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L - RSP 100 - RSP 101 - RSP 102 - RSP 102L - RSP 201 - RSP 202	Senior Level Status - RSP 203 - RSP 206 - RSP 207 - RSP 209 - RSP 210 - RSP 212 - RSP 303 - RSP 308 - RSP 314	Senior Level Status - RSP 304 - RSP 307 - RSP 401
RSP 303	Clinical Respiratory Education	3	Designed as an introduction to clinical teaching in a respiratory care program. Emphasis is on instructional and evaluation strategies and the development of performance objectives	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L	Junior Level Status - RSP 203 - RSP 206 - RSP 207 - RSP 209	Junior Level Status - RSP 206 - RSP 210 - RSP 303 - RSP 308

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
				• BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202	• RSP 210 • RSP 212 • RSP 303 • RSP 308 • RSP 314	
RSP 304	Advanced Neonatal and Pediatric	3	Advanced study of neonatal/pediatric pathophysiology including parenchymal disease, obstructive airway disease, lesions of the lungs and airways, congenital abnormalities, respiratory distress syndrome, apnea disorders, neurological disorders, and trauma.	Senior Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202	Senior Level Status • RSP 203 • RSP 206 • RSP 207 • RSP 209 • RSP 210 • RSP 212 • RSP 303 • RSP 308 • RSP 314	Senior Level Status • RSP 302 • RSP 307 • RSP 401

Note:

For any course listed in this table, you must be formally accepted into the Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisite
RSP 307	Advanced Techniques in Adult	4	Emphasis is on current respiratory care procedures for critically ill adult patients with an exploration into newer techniques	Senior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L - RSP 100 - RSP 101 - RSP 102 - RSP 102L - RSP 201 - RSP 202	Senior Level Status - RSP 203 - RSP 206 - RSP 207 - RSP 208 - RSP 209 - RSP 210 - RSP 212 - RSP 303 - RSP 308	Senior Level Status - RSP 302 - RSP 304 - RSP 401
RSP 308	Respiratory Management and Q	3	This course introduces the student to basic management principles of a respiratory department. Discussion includes scope of management, quality issues, budgeting issues, and evaluation and application of management concepts.	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L - BSC 250 & 250L - RSP 100 - RSP 101 - RSP 102	Junior Level Status - RSP 102L - RSP 201 - RSP 202 - RSP 203 - RSP 207 - RSP 209 - RSP 212	Junior Level Status - RSP 206 - RSP 210 - RSP 303 - RSP 314
RSP 314	Advanced Mechanical Ventilati	3	Advanced theory and application of mechanical ventilation. Study of various mechanical ventilators and artificial airways, with major emphasis on all aspects of the management of the patient-ventilator system	Junior Level Status - BSC 227 & 227L - BSC 228 & 228L	Junior Level Status - RSP 102L - RSP 201 - RSP 202	Junior Level Status - RSP 206 - RSP 210 - RSP 303

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
				• BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102	• RSP 203 • RSP 207 • RSP 209 • RSP 212	• RSP 308
RSP 401	Introduction to Sleep Disorders	4	Designed to teach how a Polysomnogram is performed, the major categories of sleep disorders, the presenting symptoms of sleep apnea, narcolepsy, psychophysiological insomnia and sleep disturbance due to depression.	Senior Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202	Senior Level Status • RSP 203 • RSP 206 • RSP 207 • RSP 209 • RSP 210 • RSP 212 • RSP 303 • RSP 308 • RSP 314	Senior Level Status • RSP 302 • RSP 304 • RSP 307

Note:

For any course listed in this table, you must be formally accepted into the Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
RSP 402	Issues in Respiratory Management	3	Designed to examine respiratory care in rural America. This course will address the key issues confronting rural respiratory healthcare today, examine the causes and develop solutions to these issues.	Acceptance in the Degree Advancement Program		N/A
RSP 403	Respiratory Care Research	3	Designed to provide the student with knowledge about survey of research problems, methods, designs utilized in respiratory care, with emphasis on data presentation and analysis.	Senior Level Status • BSC 227 & 227L	Senior Level Status • RSP 207 • RSP 209	Senior Level Status • RSP 403 • RSP 407

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisites
				• BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202 • RSP 203 • RSP 206	• RSP 210 • RSP 212 • RSP 302 • RSP 303 • RSP 304 • RSP 307 • RSP 308 • RSP 314	• RSP 420
RSP 404	Advanced Practicum 4	4	This is a 4-hour course where the emphasis is placed on advanced respiratory techniques and management of clients across the life span	Senior Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202 • RSP 203 • RSP 206	Senior Level Status • RSP 207 • RSP 209 • RSP 210 • RSP 212 • RSP 302 • RSP 303 • RSP 304 • RSP 307 • RSP 308 • RSP 314 • RSP 401	Senior Level Status • RSP 403 • RSP 407 • RSP 420

Note:

For any course listed in this table, you must be formally accepted into the Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisite
RSP 407	Clinical Decision Making	3	The course focuses on gathering appropriate clinical information to make evidence-based decisions in the treatment of respiratory care diseases.	Senior Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202 • RSP 203 • RSP 206	Senior Level Status • RSP 207 • RSP 209 • RSP 210 • RSP 212 • RSP 302 • RSP 303 • RSP 304 • RSP 307 • RSP 308 • RSP 314 - RSP 401	Senior Level Status • RSP 403 • RSP 404 • RSP 407 • RSP 420
RSP 420	Capstone in Respiratory Care	5	Role synthesis practicum incorporating prov of care, coordinator of care, member of the profession and Leadership roles.	Senior Level Status • BSC 227 & 227L • BSC 228 & 228L • BSC 250 & 250L • RSP 100 • RSP 101 • RSP 102 • RSP 102L • RSP 201 • RSP 202 • RSP 203	Senior Level Status • RSP 207 • RSP 209 • RSP 210 • RSP 212 • RSP 302 • RSP 303 • RSP 304 • RSP 307 • RSP 308 • RSP 314 - RSP 401 0	Senior Level Status • RSP 403 • RSP 404 • RSP 407

Course Number	Course Title	Cr Hr	Course Description	Pre-Requisites		Co-Requisite
				RSP 206		
RSP 480	Special Topics	1-4	Study of topics not available in other courses	Permission from Program Director	Permission from Program Director	N/A
RSP 481	Special Topics	1-4	Study of topics not available in other courses	Permission from Program Director	Permission from Program Director	N/A
RSP 482	Special Topics	1-4	Study of topics not available in other courses	Permission from Program Director	Permission from Program Director	N/A
RSP 483	Special Topics	1-4	Study of topics not available in other courses	Permission from Program Director	Permission from Program Director	N/A
RSP 485	Special Topics (1-4; 1-4; 1-4)	4	Study of topics not available in other courses	Permission from Program Director	Permission from Program Director	N/A
RSP 486	Independent Study (1-4)	4	The course will consist of directed and independent reading, directed and independent research, problem reports, or tutorials. Will the student to complete individualized learning in respiratory care	Permission from Program Director	Permission from Program Director	N/A
RSP 487	Independent Study	1-4	The course will consist of directed and independent reading, directed and independent research, problem reports, or tutorials. Will the student to complete individualized learning in respiratory care	Permission from Program Director	Permission from Program Director	N/A
RSP 488	Independent Study	1-4	The course will consist of directed and independent reading, directed and independent research, problem reports, or tutorials. Will the student to complete individualized learning in respiratory care	Permission from Program Director	Permission from Program Director	N/A

Revised: 7/21

Reviewed: 4/22, 6/23, 7/25

ASSOCIATE OF APPLIED SCIENCE

Note:

For any course listed in this table, you must be formally accepted into the Associate of Applied Science Respiratory Care Program or receive permission from the Program Director.

Course Number	Course Title	Cr Hr	Course Description	Pre Requisites	Co Requisites
RESP 100	Respiratory Pharmacology	3	This course introduces the student to the study of pharmacological principles related to treating patients with cardiopulmonary disease. This course includes principles of drug action, the basic methods of drug administration, standard drug calculations, and the effects of drugs on body systems. Inhaled bronco-active aerosols and other agents in cardiopulmonary patient care are discussed	Admission to the SMMC MCTC Respiratory Program	RESP 101 RESP 102 RESP 102L RESP 203
RESP 101	Introduction to Respiratory Care Patient Assessment	3	This course is an introduction to respiratory care as a profession. Topics discussed include the history of respiratory care and professional organizations, the role of the respiratory therapist as a member of the healthcare team, medical ethics, taking and recording the patient's vital signs, proper body mechanics, emphasis on cardiopulmonary assessment of the respiratory patient, infection control, and cardiopulmonary resuscitation (CPR).	Admission to the SMMC MCTC Respiratory Program	RESP 100 RESP 102 RESP 102L RESP 203
RESP 102	Introduction to Respiratory Care Skills	3	This course introduces the student to therapeutic procedures used in respiratory care. The proper administration of medical gases, humidity therapy, and aerosol therapy with emphasis on the safe handling of medical gases and safety in administration are included	Admission to the SMMC MCTC Respiratory Program	RESP 100 RESP 101 RESP 102L RESP 203
RESP 102L	Introduction to Respiratory Care - Lab	1	This laboratory course will provide the student with hands-on practice and manipulation of essential respiratory equipment and the training of assessment skills, including oxygen therapy equipment, humidification devices, aerosol therapy devices, airway clearance equipment, and management of secretions. Handwashing and infection control are practiced	Admission to the SMMC MCTC Respiratory Program	RESP 100 RESP 101 RESP 102 RESP 203
RESP 104	Clinical Experience I	1	This course introduces the student to respiratory care practice in the hospital setting. This clinical experience includes the development of skills such as basic therapeutics, patient assessment, medical record review, safety practices, patient interaction, and communication skills. Emphasis is placed on the promotion of evidence-based practice using established clinical practice guidelines and published research for its relevance to patient care	Admission to the SMMC MCTC Respiratory Program	RESP 100 RESP 101 RESP 102 RESP 102L

Course Number	Course Title	Cr Hr	Course Description	Pre Requisites	Co Requisites
RESP 201	Pulmonary Pathophysiology	3	This course is a comprehensive study of the etiology, signs and symptoms, diagnosis, pathogenesis, pathophysiology, treatment, and prognosis of various pulmonary pathologies. The role of a respiratory therapist in recognizing and treating pulmonary diseases will be emphasized	RESP 100 RESP 101 RESP 102 RESP 102L RESP 203	RESP 209 RESP 212
RESP 202	Mechanical Ventilation 1	3	This course introduces mechanical ventilation techniques and ventilator terminology. This course will cover information necessary to understand the essential functions of a life support ventilator, Proper monitoring procedures and the ability to solve clinical problems relating to mechanical ventilation will be emphasized. Lab included	RESP 100 RESP 101 RESP 102 RESP 102L RESP 203 RESP 209 RESP 212	RESP 206 RESP 207 RESP 210
RESP 203	Clinical Experience 1	2	This course introduces the student to Respiratory Therapy practice in the hospital setting. This clinical experience Includes the development of skills such as basic therapeutics, patient assessment, medical record review, safety practices, patient interaction, and communication. Emphasis is placed on the promotion of evidence-based practice using established clinical practice guidelines and published research for its relevance to patient care.	Admission to the SMMC MCTC Respiratory Program	RESP 100 RESP 101 RESP 102 RESP 102L
RESP 206	Neonatal/Pediatric Respiratory Care	3	This course provides a comprehensive overview of pediatric and neonatal respiratory care. Special considerations of respiratory care practice that are unique to pediatrics and neonatology will be discussed. Topics include pediatric anatomy and physiology, fetal development, clinical assessment, oxygen therapy, airway management, mechanical ventilation, resuscitation, cardiopulmonary pathophysiology, and disorders specific to this specialty profession within the respiratory care	RESP 100 RESP 101 RESP 102 RESP 102L RESP 201 RESP 203 RESP 209 RESP 212	RESP 202 RESP 207 RESP 210
RESP 207	Critical Care Management 1	3	This course covers in detail the advanced skills necessary to manage intensive care patients. Students will learn proper methods and techniques to evaluate, monitor, and use Respiratory Therapy protocols to provide advanced management therapies based on the pathophysiology of the critically ill patient. The student will be presented with knowledge of oxygen and carbon dioxide transport, airway management, chest drainage systems, cardiac function, and interventions, obtaining blood from arterial lines and radial artery punctures, and ABG and electrocardiogram interpretation skills will be taught	RESP 100 RESP 101 RESP 102 RESP 102L RESP 201 RESP 203 RESP 209 RESP 212	RESP 202 RESP 206 RESP 210

Course Number	Course Title	Cr Hr	Course Description	Pre Requisites	Co Requisites
RESP 208	Respiratory Seminar	5	This course incorporates discussions of critical questions and contemporary issues in the current respiratory care environment The goal is to facilitate a successful transition from student to graduate respiratory care professional. The student will demonstrate the value of lifelong learning and provide evidence of adequate preparation for assuming the role of a respiratory care professional	RESP 100 RESP 101 RESP 102 RESP 102L RESP 104 RESP 201 RESP 202 RESP 206 RESP 207 RESP 209 RESP 210 RESP 212	RESP 214 RESP 215 RESP 216
RESP 209	Clinical Experience 2	2	This course provides clinical experience in treatment procedures continued from Clinical Practice 1 with greater emphasis on respiratory procedures previously practiced with greater emphasis on independence. Specialty rotations will be introduced to respiratory care, critical care, aerosol therapy, and various pulmonary function tests. Students will gain further experience with bronchial hygiene therapies, including postural drainage and chest percussion	RESP 100 RESP 101 RESP 102 RESP 102L RESP 203	RESP 201 RESP 212
RESP 210	Clinical Experience 3	4	This course provides students with a rotation for arterial blood gas sampling and analysis. The student will gain clinical experience in adult mechanical ventilation monitoring ventilator monitoring including mode, mechanical/spontaneous tidal volumes, FiO₂, PEEP/CPAP, flow rate, minute volume, PIP, I:E ratio, compliance, airway resistance, MAP, all alarm settings and airway management in the critical care setting, as well as the continued performance of the basic respiratory care skills.	RESP 100 RESP 101 RESP 102 RESP 102L RESP 201 RESP 203 RESP 209 RESP 212	RESP 202 RESP 206 RESP 207
RESP 211	Procedures & Application	4	This course includes in-depth coverage of respiratory therapeutic procedures and/or modalities that student respiratory therapists are likely to encounter. Building off of basic principles, this course helps the student apply theory to practice promoting critical thinking and problem solving skills related to the ever changing patient care area	RESP 100 RESP 102 RESP 102L RESP 104	RESP 201 RESP 209 RESP 212
RESP 212	Pulmonary Diagnostics		This course will introduce the student to the principles and techniques of pulmonary function testing. The cardiovascular and pulmonary function testing of patients will be covered with an emphasis on the evaluation and interpretation of the results of the tests. This course will cover an introduction to integrating test results with a clinical picture of the patient and emphasizing therapeutics and principles	RESP 100 RESP 101 RESP 102 RESP 102L RESP 203	RESP 201, RESP 209

Course Number	Course Title	Cr Hr	Course Description	Pre Requisites	Co Requisites
RESP 214	Mechanical Ventilation II	3	The course emphasizes applying various ventilation techniques and concepts to different patient disease state seen in critical care areas. The student develops the ability to use waveforms and patient values as some of the tools in the assessment and management of respiratory care patients.	RESP 100 RESP 101 RESP 102 RESP 102L RESP 201 RESP 202 RESP 203 RESP 206 RESP 207 RESP 209 RESP 210 RESP 212	RESP 215 RESP 216 RESP 220
RESP 215	Critical Care Management II	3	Designed to provide the student with knowledge of oxygen and carbon dioxide transport, airway management, chest drainage systems, cardiac function, and interventions, obtaining blood from arterial lines and radial artery punctures, and ABG and electrocardiogram interpretation skills will be taught. Orientation to patient care in the I.C.U. setting is also covered.	RESP 100 RESP 101 RESP 102 RESP 102L RESP 201 RESP 202 RESP 203 RESP 206 RESP 207 RESP 209 RESP 210 RESP 212	RESP 214 RESP 216 RESP 220
RESP 216	Clinical Experience IV	2	Respiratory care treatment procedures are continued with greater emphasis on functioning with minimal supervision and improving proficiency and refining the student's skills in adult general and critical care areas. Experience in non-acute health care settings is included. Specialty rotations are continued.	RESP 100, RESP 101 RESP 102 RESP 102L RESP 201 RESP 202 RESP 203 RESP 206 RESP 207 RESP 209 RESP 210 RESP 212	RESP 214 RESP 215

FACULTY

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DISCLOSURE FORM

PROJECTED EXPENSES

The following projected expenses apply to School Of Respiratory Care courses only at the CFE.

Fall Semester Sophomore Year	Projected Costs		Spring Semester Sophomore Year	Projected Costs
Tuition (12 hrs is Full Time)	\$4,180.00		Tuition (12 hrs Full Time)	\$4,180.00
Lab Fee	\$100		Lab Fee	\$100.00
Lab Kit	\$400		Textbooks	\$500.00
Background Check/Drug Screen	\$125.00			
Physical Examination	\$100.00			
Immunizations (if needed)	\$200.00			
TB Testing	N/C			
CPR Certification	N/C			
Lap Top Computer (Not Required)	\$2,000.00			
Textbooks	\$800.00			
Meals at Clinicals	N/A			
Professional Membership (AARC)	N/C			
Conference Registration (SP/Winter)	N/C			
ESTIMATED TOTAL	\$7,905.00		ESTIMATED TOTAL	\$4,780.00

The totals listed above are estimates. Price variation may cause in increase in projected costs.

Course Hours per Semester over 12 hours there is no additional charge.

Fall Semester Junior Year	Projected Costs		Spring Semester Sophomore Year	Projected Costs
Tuition (12 hrs Full Time)	\$4,180.00		Tuition (12 hrs Full Time)	\$4,180.00
Lab Fee	\$100.00		Lab Fee	\$100.00
Textbooks	\$500.00		Textbooks	\$500.00
ESTIMATED TOTAL	\$4,780.00		ESTIMATED TOTAL	\$4,780.00

The totals listed above are estimates. Price variation may cause in increase in projected costs. Any additional credit hours taken above 12 hours per Semester is no additional charge.

Fall Semester Senior Year	Projected Costs		Spring Semester Senior Year	Projected Costs
Tuition (12 hrs Full Time)	\$4,180.00		Tuition (12 hrs Full Time)	\$4,180.00
Lab Fee	\$100		Lab Fee	\$100.00
Textbooks	\$500.00		Textbooks	\$500.00
ESTIMATED TOTAL	\$4,780.00		ESTIMATED TOTAL	\$4,780.00

The totals listed above are estimates. Price variation may cause an increase in projected costs. Any additional credit hours taken above 12 hours per Semester is no additional charge

Uniform Budget		
Item	Quantity	Estimated Costs
Scrub Top	2	\$60.00
Scrub Pants	2	\$60.00
Jacket	1	\$50.00
Shoes	1	\$150.00
Name Badge	1	\$30.00
Watch	1	\$40.00
Stethoscope	1	\$200.00
TOTAL \$590.00		

Note: Typically uniforms, name badge, watch, and stethoscope are a one-time purchase for the program.

Estimated Transportation Costs (per Semester)	
Number of Clinical Days per Semester (estimated)	24 days
Number of Clinical Days per Semester - Out of Huntington Area (estimated)	12 days
Average Round Trip – Out of Huntington Area Clinicals	90 miles
Total Miles	1,080
Vehicle MPG	25 mpg
Gallons Required	43 gallons
Average Gas Price	\$4.00/gallon
Estimated Fuel Cost	\$ 172.00

The totals listed above are estimates. Price variation may cause an increase in projected costs.

School of Respiratory Care

The St. Mary's/Marshall University Co-Operative School of Respiratory Care is accredited by the Commission on Accreditation for Respiratory Care (www.coarc.com)

Program outcomes may be obtained by going to www.coarc.com and clicking on the link program outcomes

Commission on Accreditation for Respiratory Care
264 Precision Road
Telford, TN 37690
(817) 283-2835

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

- Prevent their enrollment.
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

SCHOOL OF MEDICAL IMAGING

PROGRAM OVERVIEW

PROGRAM OVERVIEW

St. Mary's School of Medical Imaging (SOMI) was started in 1964. It is a hospital-based educational program consisting of 36 months of competency-based clinical and didactic instruction to prepare graduates for entry level employment as a radiographer, and to sit for the American Registry of Radiologic Technologist (ARRT) certification examination upon graduation. The School of Medical Imaging is a cooperative baccalaureate program with Marshall University and a cooperative agreement with Mountwest community and Community and Technical College.

St. Mary's School of Medical Imaging offers two different degree pathways.

Students can choose a **BS degree through Marshall University** and will be granted a Bachelor of Science in Medical Imaging degree once the applicant has fulfilled all requirements from the School of Medical Imaging, which is designed to be completed in 36 months. Students may also choose an **AAS degree through Mountwest Community and Technical College (MCTC)** and will be granted an Associate of Applied Science degree once the applicant has fulfilled all requirements from the School of Medical Imaging, which is designed to be completed in 24 months. Applicants must specify which degree they wish to pursue when making an application to the program. Both programs are selective in their admission practices and can only offer a limited number of spaces to applicants each year.

Radiography is a multi-dimensional career that includes digital radiography, trauma radiography and fluoroscopy. Radiographers have many advanced imaging opportunities available including computed tomography, magnetic resonance imaging and cardiovascular intervention radiography.

The SOMI is accredited by the Joint Review Committee on Education in Radiography (JRCERT) and recognized by the West Virginia Board of Examiners of Radiologic Technologists. Radiography Graduates of the program are eligible to take the entry-level American Registry of Radiologic Technologists (ARRT) Radiography Students will also be didactically prepared for an advanced practice modality in imaging. Radiography Graduates will have three years after completing the program to sit for the Primary certification exam; however, post-primary certification exams (advanced imaging) clinical competency must be dated within 24 months of applying. Senior students will be documenting post-primary competencies, students who enter the program must complete all didactic and clinical requirements including general education requirements within three years (thirty-six months) of entering the SOMI portion of the program (sophomore MU year).

The program is composed of two major components; a clinical component and an academic (classroom) component. Each component is designed to complement the other so that procedures taught in the classroom are performed under supervision in the clinical setting at that time. Each component is discussed separately in their respective sections.

SCHOOL OF MEDICAL IMAGING MISSION STATEMENT

The mission of St. Mary's School of Medical Imaging is to prepare qualified graduates in the area of imaging sciences through current educational methodologies. The faculty, in collaboration with internal and external groups, will foster the development of a learning environment that is responsive to local and national trends in health care to produce multi-competent medical imaging professionals.

Revised 5/13, Reviewed annually.

PROGRAM PHILOSOPHY

The faculty of St. Mary's School of Medical Imaging believes that medical imaging is a unique combination of art and science based on the desire to meet specific health care needs of the community. The focus of medical imaging is to provide optimal results with the highest quality of patient care. The achievement of this goal requires the application of the physical and biological sciences coupled with effective communication and interaction skills.

We believe that learning is an end product of education. We believe that motivation, readiness, interest and perseverance are essential to effective learning. We also believe that learning occurs best in an atmosphere built on a cooperative teacher-student relationship.

We believe that medical imaging education is a planned program for the guidance of students in acquiring the knowledge and skills that will prepare them for entry level employment in the various fields of medical imaging. We believe that learning does not stop at graduation and the continuing education is an integral part of their professional development.

It is the responsibility of the faculty to select, plan, organize, implement and evaluate educational experiences for the students in a progressive manner that gives the students direction and allows for individual differences. In doing so, it is the responsibility of the student to cooperate with faculty in all programmatic policies and procedures and to fully cooperate in group activities. Only then can this educational program foster a cooperative environment that is conducive to student learning.

Revised 5/13, 7/14, Reviewed annually

SCHOOL OF MEDICAL IMAGING GOAL

To assure that St. Mary's Medical Center School of Medical Imaging is effective in providing the highest quality educational opportunities to students as set forth in the Standards of an Educational Program in Radiography by the Joint Review Committee on Education in Radiography, the SOMI has developed an Assessment Plan based on the following goals. The Assessment Plan and goals are evaluated on an annual basis and are published in an annual report to the Advisory Committee members. Applicants/Students interested in reviewing the program's Assessment Plan or Annual Report should contact the Chair.

Radiography Goals and Student Learning Outcomes

I. The program will graduate clinically competent imaging professionals to meet community healthcare needs

- a. Student will demonstrate technical proficiency
- b. Students will practice ALARA principles

II. Students/graduates will be effective communicators

- a. Students will demonstrate communication fluency by engaging in diverse perspectives
- b. Students will demonstrate written skills

III. Students/graduate will model professionalism

a. Students will demonstrate a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts

- b. Students will demonstrate professional behavior in the clinical arena

IV. Students/graduates are effective at critical thinking.

- a. Students will demonstrate analytical inquiry through practical approaches to problem solving
- b. Students will demonstrate critical thinking skills in the use of information resources

Revised: 3/2004; 6/2005; 8/2007; 3/2010; 8/2012, 5/13, 1/14, 5/16, 7/17, 6/19, 7/21

Reviewed: 8/15, 5/16, 7/2017, 6/18, 6/20, 7/25, 6/26

APPLICATION PROCESS

Thank you for your interest in St. Mary's Medical Center/MU School of Medical Imaging. Radiography is a very exciting and dynamic field that offers a wonderful blend of technology and patient interaction. The field also offers many career advancement opportunities in the areas of CT, MRI, mammography, ultrasound, nuclear medicine, radiation oncology and cardiovascular imaging.

Please be advised that the radiography program is selective in its admission practices and can only offer a limited number of spaces to applicants each year. Acceptance into the program is contingent upon a negative drug screening and a clear background check before the start of the first semester. The program reserves the right to request random drug screenings after admittance.

Note: students interested in the sonography program should also look at the sonography admission process link located on the program web page <https://www.st-marys.org/careers-and-education/school-of-medical-imaging/sonography/>

There is a \$30 non-refundable application fee. We accept applications from January 1 to May 5 of each year. The application process must be completed by May 15th of the year you are applying for admission.

Again, thank you for your interest in the program.

Download Application

<https://www.st-marys.org/careers-and-education/school-of-medical-imaging/application-procedures>

Technical Standards form

<https://www.st-marys.org/careers-and-education/school-of-medical-imaging/application-procedures>

Students who wish to pursue a BS degree must be accepted into the Marshall University College of Health Professions (COHP). Students who wish to pursue a AAS degree from **Mountwest Community and Technical College (MCTC)** must meet with an Advisor to schedule prerequisite courses. This does not guarantee acceptance into the SOMI. *Separate* application is made to SMMC SOMI between January 1 ~~and May 5th~~ May 15th of each year.

Applications along with a Technical Standards Declaration (see Technical Standards below) may be downloaded and submitted electronically to Deborah.Moore@st-marys.org . The application fee can be paid by credit card by contacting the St. Mary's Accounting Department at 304.526.8932

Alternatively, applications and the fee in the form of check or money order can be mailed to:

St Mary's Medical Center School of Medical Imaging
2900 First Avenue
Huntington, WV 25701

In addition to the application and technical standards form, we require a copy of high school transcripts and all college transcripts. Transcripts may be delivered electronically to

Deborah.Moore@mhnetwork.org or mailed. We recommend requesting electronic delivery.

In addition to transcripts, we require verification of ACT scores. A minimum ACT score of 19 on composite, math and science will improve an applicant's chances of being accepted into the program. Additional points will be given to MCTC students who take the ATI TEAS exam.

Minimum requirements for consideration are:

1. High school diploma or successful completion of the GED.
2. A minimum of 18 college credits (100 level courses or higher) from a regionally accredited institution must be completed or in progress prior to applying to the program.
3. A minimum overall GPA of 2.50 must be obtained on all college level courses. A minimum GPA of 2.50 must be obtained on all math and science courses.
4. A letter grade of "C" or better must be obtained in each of the following Marshall University courses designated with an asterisk * (or equivalent courses from other institutions).
 - a. MAT 121 or higher College Algebra*
 - b. PHY 101 Introductory Physics (or higher)*
 - c. PHY 101L Physics Lab*
 - d. BSC 227 & 227L Human Anatomy*
 - e. BSC 228 & 228L Human Physiology*
 - f. CLS 105 Medical Terminology (or other medical terminology course)
 - g. Communications (the communication skills requisite may be met by a variety of courses including English, speech, or composition)
5. A letter grade of "C" or better must be obtained in each of the following MCTC courses designated with an asterisk * (or equivalent courses from other institutions).
 - h. MAT 120 or higher College Algebra*
 - i. SCI 110 Introductory Physics
 - j. SCI 110 Lab built in
 - k. Biology 260 (Human Anatomy)*
 - l. Biology 265 (Human Physiology)*
 - m. AH 151 Medical Terminology (or other medical terminology course)
 - n. Communications (the communication skills requisite may be met by a variety of courses including English, speech, or composition)
6. ** Any substitution or variation of pre-requisite course work requires special permission of Program Director **
7. Applicants who did not attend Marshall or MCTC should verify with their registrars office that all course work will be transferrable as equivalent to MU or MCTC courses. Course work transferred as "unclassified will not be acceptable as requisite class.

ACCEPTANCE PROCESS

Applicants are scored and ranked based on overall college GPA, course grades in prerequisite courses and selected additional science course work (e.g., general or organic chemistry or general physics. Applicants who submit ACT scores will receive extra points for scores of 19 or greater on the composite, math, science and verbal components. Students who took the SAT rather than the ACT will have the math and overall scores converted to ACT values.

Positions are offered to the top twenty-eight applicants based on total points; however, the SOMI reserves the right to conduct personal interviews to assist in candidate selection. Remaining applicants comprise the alternate list for that year's admission. Alternates may be selected up to the beginning of the fall term.

Revised 3/04; 6/05; 8/07; 3/10, 9/12, 5/13, 6/15, 8/16, 7/21; 6/22; 7/25; 6/26

Reviewed:

DISCLOSURE FORM – SOMI

	Class of 2025	Class of 2024	Class of 2023	Class of 2022	Class of 2021
PERCENT PASSING BOARDS – SMMC	75%	100%	71%	93.3%	100%
PERCENT PASSING BOARDS – NATIONAL	85.8%	85.2%	84%	83.5%	83.8%
PROGRAM COMPLETION RATE	100%	100%	100%	100%	100%
PROGRAM SATISFACTION RATE	100%	100%	100%	89%	100%
PROGRAM JOB PLACEMENT	100%	100%	100%	100%	100%

Revised: 7/21, 7/22, 6/23, 7/25, 6/26

FINANCIAL INFORMATION: FEES AND OTHER EXPENSES

Unless otherwise noted, all fees are due at the beginning of each academic year. All fees are subject to change without notice.

Tuition is paid directly to Marshall University or MCTC. Students who receive financial aid from may receive fall aid by August but must contact the Financial Aid office early in order to do so.

Projected expenses apply to SOMI courses only at the CFE. Students who take coursework at Marshall University may have additional fees or other expenses.

Year One Fall		Year One Spring		
Tuition	4120	Tuition	4120	
Books	800 (estimate)	Books	100	
Uniforms	200 (estimate)			
Drug/Screen/Background check	100			
Total	5220	Total	4220	
Year Two Fall		Year Two Spring		
Tuition	4120	Tuition	4120	
Books	200 (estimate)	Books	100	
Total	4420	Total	4220	
Year Three Fall		Year Three Spring		For MU BS Students Only
Tuition	4120	Tuition		
Books	100	Books	100	
Fees (graduation)	50			
Total	4270		4100	

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

- Prevent their enrollment;
- Assess a late penalty fee to;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

TECHNICAL STANDARDS

Technical standards are those standards or abilities that a student must possess to be successful in this profession. All applicants are required to sign a Technical Standards Review Declaration Form to be submitted with application form.

Part of the training in radiologic technology involves working one on one with patients. Student technologists are responsible for the safety and well-being of their patients while performing examinations. The students will also be manipulating equipment where the potential injury to the patient and student is present.

1. Motor Skills

- extend the hands and arms in any direction
- hold, grasp and turn with the hands
- safely lift, manipulate and use equipment
- reach up to six feet off the floor
- ability to coordinate eyes, hands and feet rapidly and accurately
- lift 30-35 lbs. waist high
- push and pull at least 100 lbs.

2. Visual Acuity

- sufficient far vision to see objects beyond 20 feet
- sufficient near vision to see objects within 20 inches
- depth perception
- see in all directions
- observe and evaluate changes in the patient or equipment

3. Communication Ability

- perceive the nature of sounds through hearing
- be able to speak, hear and observe patients
- express and exchange information through written and verbal communication

4. Behavioral Skills

- function effectively under stress
- establish sensitive and cooperative relations with patients and co-workers
- adapt to changing environments

**** See Admission above regarding Declaration Form****

Credit Hour

One lecture credit hour is given for each 15 classroom contact hours, plus necessary outside preparation. For nursing courses, one laboratory credit hour requires at least 45 hours of laboratory work per credit hour, plus necessary outside preparation. Laboratory experiences are complements to classroom courses that focus on the theory and principles of the discipline.

Formulated: Prior to 5/2002

Revised: 6/02, 5/03, 5/04, 5/05, 5/06, 4/08, 3/10, 7/10, 9/12, 7/25

Reviewed: 7/21, 6/26

FACULTY

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Marshall University, Huntington, WV
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STAFF

CFE Administrative Assistant	Paula Cremeans	304-526-1426
CFE Admissions Coordinator	Melba Curry	304-526-1423
CFE Admissions Coordinator	Leah Chapman	304-399-7110

The Profession

Radiologic technologists are the medical personnel who perform diagnostic imaging examinations and administer radiation therapy treatments. They are educated in anatomy, patient positioning, examination techniques, equipment protocols, radiation safety, radiation protection and basic patient care.

They may specialize in a specific imaging technique such as bone densitometry, cardiovascular-interventional radiography, computed tomography, mammography, magnetic resonance imaging, nuclear medicine, quality management, or general radiography.

The radiologic technologists who specialize in radiation therapy, which is the delivery of high doses of radiation to treat cancer and other diseases, are radiation therapists and medical dosimetrists.

SCHOOL OF MEDICAL IMAGING PROGRAM REQUIREMENTS

BS MI Core Curriculum: Pre-Requisites			
Incoming Marshall Students Fall/Spring		Incoming MCTC Students Fall/Spring	
Course	Credit	Course	Credit
BSC 227 Human Anatomy	3	BIOL 260 Human Anatomy With Lab built in	4
BSC 227 L Human Anatomy	1	BIOL 265 Human Physiology with Lab built in	4
Communication: Course ENG 101 or 201, or CMM 103	3	PHY 101 Conceptual Physics With Lab built in	4
CLS Medical Terminology (CT)	3	AH Medical Terminology	3
MTH 121 or higher NOT MTH 125 (mathematics)	3	COM 112 or COM 125	3
BSC 228 Physiology	3	SCI 110 Introductory Physics With built in Lab	4
BSC 228 L Physiology	1		
PHY 101 Conceptual Physics	3		
PHY 101 L Conceptual Physics	1		
MARSHALL YEAR TWO FALL		MCTC YEAR TWO FALL	
MI 201 Introduction to Radiography	3	XRAY 101 Introduction to Radiography	3
MI 202 Patient Care in Imaging Science	3	XRAY 102 Patient Care in Imaging Science	3

BS MI Core Curriculum: Pre-Requisites			
MI 204 Radiographic Anatomy	3	XRAY 104 Radiographic Anatomy	3
MI 205 Imaging Procedures I	4	XRAY 105 Imaging Procedures I	4
MI 206 Clinical Practice I	4	XRAY 106 Clinical Practice I	4
MI 211 Seminar Imaging Science	1	XRAY 111 Seminar Imaging Science	1
TOTAL	18	TOTAL	18
MARSHALL YEAR 2 SPRING		MCTC YEAR TWO SPRING	
MI 208 Pharmacology	2	XRAY 108 Pharmacology	2
MI 209 Intro to Equipment	3	XRAY 109 Intro to Equipment	3
MI 304 Radiographic Pathology	3	XRAY 204 Radiographic Pathology	3
MI 207 Imaging Procedures II	4	XRAY 107 Imaging Procedures II	4
MI 210 Clinical Practice	4	XRAY 110 Clinical Practice	4
MI 212 Seminar Imaging Science	1	XRAY 112 Seminar Imaging Science	1
TOTAL	17	TOTAL	17
MARSHALL YEAR THREE FALL		MCTC YEAR THREE FALL	
MI 302 Princ of Radiation Physics	3	XRAY 202 Princ of Radiation Physics	3
MI 303 Image Acquisition I	3	XRAY 203 Image Acquisition I	3
MI 307 Rad Bio	3	XRAY 207 Rad Bio	3
MI 305 Clinical Practice IV	4	XRAY 205 Clinical Practice IV	4
MI 306 Seminar Imaging Sciences	1	XRAY 206 Seminar Imaging Sciences	1
MI 321 Procedures III	4	XRAY 221 Procedures III	3
Total	18	TOTAL 18	

BS MI Core Curriculum: Pre-Requisites			
Summer Clinical Elective for radiography or sonography			
MI 320	4		
Total	4		
MARSHALL YEAR THREE SPRING		MCTC YEAR THREE SPRING	
MI 322 Radiation Safety	3	XRAY 222 Radiation Safety	3
MI 308 Rad Image Analysis	2	XRAY 208 Rad Image Analysis	2
MI 309 Digital Image Acquisition	2	XRAY 209 Digital Image Acquisition	2
STA 225 Intro Statistics	3	XRAY 210 Clinical Practice V	4
MI 310 Clinical Practice V	4	XRAY 211 Seminar Imaging Sciences	1
MI 311 Seminar Imaging Sciences	1	XRAY 235 Registry Review	1
TOTAL	15		13
Year 4 Radiography Professional Level: MARSHALL STUDENTS ONLY .Students will select one of the following areas of emphasis			
Computed Tomography/Magnetic Resonance Imaging, Cardiovascular/Interventional, Mammography or Management			
CT/MRI Elective Track			
Year 4 Fall		Year 4 Spring	
		MI 401 Seminar in Imaging Sci	1
MI 403 Adv Practice Medical Img (Writing intensive)	3	MI 404 ADV Sectional anatomy	3
MI 404 Advanced Sectional Anatomy (CT) AND (MRI)	3	MI 410 Research Medical Imaging (Capstone)	3
MI 409 Adv Clinic I	4	MI 411 Transcultural Healthcare Writing intensive, multicultural)	3
FINE ARTS	3	MI 426 Adv Clinical Practice II	4
Fine arts	3	MI 432 Advanced MRI Theory (MRI only)	3
Total	16	Total	14-17

BS MI Core Curriculum: Pre-Requisites			
Cardiovascular/Interventional Radiology Track			
YEAR 4 Fall		YEAR 4 Spring	
		MI 401 Seminar in Imaging Sci	1
MI 403 Adv Practice Medical Img (Writing intensive)	3	MI 407 Cardiovascular Anatomy	3
MI 408 Vascular Interventional Imaging <i>or</i> MI 434 Cardiovascular Imaging	3	MI 410 Research Medical Imaging (Capstone)	3
MI 409 Adv Clinical Practice I	4	MI 411 Transcultural Healthcare (Writing intensive, multicultural)	3
MI 428 Forensic Radiography (Elective)	3	MI 426 Adv Clinical Practice II	4
Fine arts	3		
Total	16-19	Total	14
Mammography Track Fall**		Spring	
		MI 401 Seminar in Imaging Sci	1
MI 403 Adv Practice Medical Img (Writing intensive)	3	MI 410 Research Medical Imaging (Capstone)	3
MI 414 Mammography I	3	MI 411 Transcultural Healthcare (Writing intensive, multicultural)	3
MI 409 Adv Clinical Practice I	4	MI 426 Adv Clinical Practice II	4
MI 428 Forensic Radiography (Elective)	3	MI 430 Mammography II	3
Fine arts	3		
Total	16-19	Total	14
Management Track Fall		Spring	
MI 402 Quality Management	3	MI 401 Seminar in Imaging Sci	1
MI 403 Adv Practice Medical Img (Writing intensive)	3	MI 410 Research Medical Imaging (Capstone)	3
MI 412 Radiography Management I	3	MI 411 Transcultural Healthcare (Writing	3

BS MI Core Curriculum: Pre-Requisites			
		intensive, multicultural)	
MI 409 Adv Clinical Practice	4	MI 413 Radiography Management II	3
MI 428 Forensic Radiography (Elective)	3	MI 415 RIS and PACS Technology	3
Fine arts	3	MI 426 Adv Clinical Practice II	4
Total	16-19	Total	17
Adv Diagnostic Rad Fall		Spring	
MI 402 Quality Management	3	MI 401 Seminar in Imaging Sci	1
MI 403 Adv Practice Medical Img (Writing intensive)	3	MI 410 Research Medical Imaging (Capstone)	3
MI 409 Adv Clinical Practice	4	MI 411 Transcultural Healthcare (Writing intensive, multicultural)	3
MI 427 Adv Trauma-Surgical Radiography	3	MI 426 Adv Clinical Practice II	4
MI 428 Forensic Radiography (Elective)	3	MI 429 Geriatric/Pediatric Radiography	3
Fine arts	3		
Total	16-19		14

MI 201 Intro to Radiography (3hrs) Fall

Content is designed to provide an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the radiographer. Students will become BCLS certified and undergo orientation required by JACHO prior to entering clinical practice. Students will be introduced to the concept of radiation protection for occupational workers, patients, family and visitors. PR: MTH 121, PHY 101, PHY 101L

MI 202 Patient Care in Imaging Science (3 Hrs) Fall

Content is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified.

MI 204 – Radiographic Anatomy (3 Hrs) Fall

Content is designed to introduce the student to radiographic anatomy. The student will identify anatomical structures depicted on radiographs including film radiography and digital imaging. The student will be introduced to sectional anatomy as demonstrated with computed tomography, magnetic resonance imaging and sonography. Emphasis is placed on identifying structures visible on correctly performed radiographic procedures.

PR: BSC 227 & 227L, BSC 228 & 228L : CR : MI 205

MI 205 Imaging Procedures I (4 Hrs) Fall

Content is designed to provide the knowledge base necessary to perform standard imaging procedures. Consideration is given to the evaluation of optimal diagnostic images. Includes a laboratory component. Students will practice imaging procedures in the laboratory prior to performing the procedure on patients. PR: BSC 227 & 227L, BSC 228 & 228L, MI 201: CR: MI 204, MI 206

MI 206 – Clinical Practice I Radiography (4 Hrs) Fall

Content and clinical practice experiences are designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of radiologic procedures. Through structured, sequential, competency-based clinical assignments, concepts of team practice, patient-centered clinical practice and professional development are discussed, examined and evaluated. Clinical practice experiences are designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement ensure the well-being of the patient preparatory to, during and following the radiologic procedure. Students will be assigned a number of mandatory and elective competencies to be completed during each clinical practice course.

PR: MI 201: CR: MI 202, MI 203, MI 205

MI 207 – Imaging Procedures II (3 Hrs) Spring

Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and special studies. Consideration is given to the evaluation of optimal diagnostic images. Includes a laboratory component. Students will practice imaging procedures in the laboratory prior to performing the procedure on patients. PR: BSC 227 & 227L, BSC 228 & 228L, MI 204, MI 205, MI 206: CR: MI 210

MI 208 – Pharmacology and Drug Administration (2 Hr) Spring

Content is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized. Though regulations regarding the administration of contrast media and intravenous medications vary in different states and institutions, the official position of the American Society of Radiologic Technologists is that venipuncture falls within the profession's general scope of practice and practice standards. Therefore, it should be included in the didactic and clinical curriculum with demonstrated competencies of all appropriate disciplines regardless of the state or institution where the curriculum is taught.

PR: BSC 227 & 227L, MI 202, MI 203, MI 204, proof of BCLS certification.

MI 209 – Introduction to Imaging Equipment (3 Hr) Fall

Content is designed to establish a knowledge base in radiographic, fluoroscopic, mobile and tomographic equipment requirements and design. The content also provides a basic knowledge of quality control and to provide entry-level radiography students with principles related to computed tomography (CT) imaging.

PR: MTH 121, PHY 101, PHY 101L

MI 210 – Clinical Practice II Radiography (4 Hrs) Spring

Students will begin clinical practice rotations in computed tomography, radiation oncology, nuclear medicine and cardiovascular procedures as well as diagnostic radiography. Emphasis is placed on achieving competency in mandatory and elective clinical procedures as required for ARRT certification.

PR: MI 206: CR: MI 207, MI 209

MI 211 – Seminar in Imaging Science (1Hr) Fall

Students will research and make short presentations on new developments in imaging science. Emphasis is placed on developing the student's oral communication skills, research skills, and introducing the student to the concept of continuing education as mandated by the ASRT.

MI 212-Seminar in Imaging Science (1 Hr) Spring

MI 302 – Principles of Radiation Physics (3 Hr) Spring

Content is designed to establish a basic knowledge of the nature and characteristics of radiation, x-ray production and the fundamentals of photon interactions with matter. The student will be introduced to the concepts of radioactivity including half-life and radioactive decay. This course will provide basic knowledge of principles associated with diagnostic radiography, nuclear medicine imaging and radiation oncology.

PR: PHY 101, PHY 101L, MTH 121, MI 209.

MI 303 – Image Acquisition and Processing (3 Hr) Fall

Content is designed to establish a knowledge base in factors that govern the image production process. Film imaging with related accessories is emphasized. There is a laboratory component to this course. The student will be able to experimentally alter image acquisition factors and evaluate the effects without unnecessary exposure to the patient.

PR: MTH 121, MI 210

MI 304 – Radiographic Pathology (3 Hr) Spring

Content is designed to introduce concepts related to disease and etiological considerations with emphasis on radiographic appearance of disease and impact on exposure factor selection.

PR: BSC 227, & 227L BSC 228 & 228L, MI 204: CR: MI 303

MI 305 – Clinical Practice IV Radiography (4 Hr) Fall

Students will continue clinical practice rotations in diagnostic radiography, computed tomography, radiation oncology, nuclear medicine and cardiovascular procedures. Emphasis is placed on achieving competency in mandatory and elective clinical procedures as required for ARRT certification including venipuncture.

PR: MI 301.

MI 306 – Seminar in Imaging Science (1 Hr) Fall

Students will research and make short presentations on advanced practice methodologies in imaging science. Emphasis is placed on developing the student's oral communication skills, research skills, and introducing the student to the concept of continuing education as mandated by the ASRT.

MI 307 – Rad(3 Hr) Fall

Content is designed to present an overview of the principles of radiation biology. The student will be introduced to the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation. PR: BSC 227 & 227L, BSC 228 & 228L, CHM 203,.

MI 308 – Radiographic Image Analysis (2 Hr) Spring

Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis.

PR: MI 204, MI 205, MI 208, MI 303, MI 304

MI 309 – Digital Image Acquisition and Display (2 Hr) Spring

Content is designed to impart an understanding of the components, principles and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within a digital system assist students to bridge between film-based and digital imaging systems. Principles of digital system quality assurance and maintenance are presented. PR: IT 101, MI 303

MI 310 – Clinical Practice V Radiography (4 Hr) Spring

Students will continue clinical practice rotations in diagnostic radiography, computed tomography, radiation oncology, nuclear medicine and cardiovascular procedures. Emphasis is placed on achieving competency in mandatory and elective clinical procedures as required for ARRT certification including venipuncture. Special emphasis is placed on surgical, mobile and emergency radiography.

PR: MI 305

MI 311-Seminar in Imaging Science (1 Hr) Spring

Seminar on new and emerging techniques in imaging sciences

MI 321 Imaging Procedures III (4 Hr) Fall

Content is designed to provide the knowledge necessary for advanced diagnostic radiographic imaging procedures.

MI 322 Radiation Safety (3 Hr) Spring

PR: MI 302, MI 307

MI 401 – Seminar in Imaging Science (1 Hr) Spring

This course introduces the student to ARRT exam taking skills, mock examinations of the ARRT matrix, and self-evaluation studies. Study methods and application are also covered. A study of realistic clinical problems and situations, with emphasis on analyzing and evaluating these problems to formulate acceptable imaging modalities is included. Upon successful completion of the course, including a mock ARRT exit exam, the student will be awarded the Certificate from St. Mary's Medical Center School of Medical Imaging that will allow the student to sit for the ARRT Primary exam in Radiography

MI 403 – Advanced Practice in Medical Imaging (3 Hr) Fall Meets Writing Across the Curriculum general education requirement for Marshall University

This course is a core requirement for all students regardless of the Advanced Practice track. The focus of the course will include advanced discussion of communication, human diversity including the political context of health care, health care policy formation, health care law and compliance, patient information management and teamwork.

PR: ARRT

MI 404 – Advanced Sectional Anatomy (3 Hr) Fall

The ability to locate and identify structures in the axial (transverse), sagittal, coronal and orthogonal (oblique) planes is critical in all imaging modalities. Volumetric data sets and three-dimensional reconstruction of the body structures are increasingly important to the critical diagnosis and treatment of diseases. To enhance patient care and assist physicians with the prognosis, radiologic science professionals must understand cross-sectional anatomy in each of the imaging modalities. Content will include discussion of advanced pathophysiology.

PR: ARRT: CR: MI 405, MI 407

MI 405 – CT procedures and equipment (3 Hr) Spring

This course will focus on advanced patient care skills including ACLS, imaging procedures and equipment in computed tomography.

PR: ARRT: CR: MI 404, MI 408

MI 406 – MRI procedures and equipment (3 Hr) Fall

This course will focus on advanced patient care skills including ACLS, imaging procedures and equipment in magnetic resonance imaging.

PR: ARRT: CR: MI 404, MI 408

MI 407 – Cardiovascular Anatomy and Physiology (3 Hr) Spring

This course will focus on cardiovascular anatomy and physiology including the heart anatomy and coronary, systemic, pulmonary, peripheral and cerebral circulation. Content will include discussion of advanced pathophysiology relating to the vascular system including cardiac physiology.

PR: ARRT: CR: MI 407, MI 408

MI 408 – Vascular Interventional Imaging (3 Hr) Fall

This course will focus on advanced patient care skills including ACLS, procedures and equipment utilized in cardiovascular and vascular/interventional imaging.

PR: ARRT: CR: MI 406, MI 408

MI 409 – Advanced Clinical Practice (4 Hr) Fall

Students in advanced clinical practice tracks will be required to complete ACLS certification. Students will be responsible for arranging clinical experience in an approved clinical facility in computed tomography, magnetic resonance imaging, vascular/interventional imaging or cardiac imaging. ARRT advanced practice exams in CT, MRI, VI and CV require that all recorded clinical procedures be completed within 24 months of the exam. Students will be advised of specific exam content.

PR: ARRT, ACLS

MI 410– Research in Medical Imaging (3 Hr) Capstone Course Spring

This course is a core requirement for all students regardless of the Advanced Practice Track. Research methods and information literacy are important because the health care profession is continually changing, which requires the radiologic technologist to possess new knowledge to function competently. The radiologic technologist should contribute to the body of knowledge and be able to effectively analyze resources to promote growth in the profession. The attitude of lifelong learning enables the radiologic technologist to stay in step with the current health care environment and be prepared to help foster the future and increase awareness of the profession in the global community. This content is geared to increase and disseminate intellectual inquiry, information literacy and the use of scholarly research methods.

PR: ARRT, Statistics, MI 402, MI 403. This course will satisfy the Writing Across the Curriculum Requirement.

MI 411-Transcultural Healthcare (3 Hr) Spring meets Multicultural and Writing Across the Curriculum general education requirements for Marshall University

This course is intended to provide an introduction to a culturally comparative analysis of health and healing. Readings provide both comparative ethnographic details and a theoretical framework for organizing and interpreting information about health. Class will meet weekly to discuss assigned readings. It is important that healthcare workers understand the concept of culture as a fluid, permeable, changeable set of collective beliefs, values, and behaviors that inform, shape and constrain the worldviews and personal choices of individuals in healthcare decision making. The course emphasizes a multidisciplinary approach to healthcare that will promote cultural sensitivity toward patients, physicians and healthcare professionals.

MI 414 – Mammography (3 Hr) Fall

Introduction to medical imaging of the breast. Focus is to prepare student for advanced certification exam in Mammography.

MI 415-RIS and PACS Principles (3 Hr) Spring

Course content provides basic knowledge of digital storage systems, computer networking, radiology information systems (RIS), and picture archiving and communication systems (PACS).

MI 426-Advanced Clinical Practice II (4 hr) Spring

Students will arrange clinical experience in selected imaging modality to gain competency in clinical procedures required to sit for post-primary ARRT certification exams.

MI 427-Advanced Trauma-Surgical Radiography (3 hr) Fall

Advanced practice course in trauma and surgical radiography for imaging sciences.

MI 429-Geriatric and Pediatric Radiography (3 hr) Spring

This course will focus on advanced diagnostic imaging in the geriatric and pediatric population including mobile radiography.

MI 430-Mammography II (3 hr) Spring

Advanced medical imaging of the breast.

MI 431-Advanced Clinical Practice III (4 hr) Summer Intercession

Elective advanced clinical practicum in radiography or sonography.

MI 432-Advanced MRI Theory (3 hr) Spring
Advanced Magnetic Resonance Imaging Equipment and Procedures

MI 434-Cardiovascular Imaging (3hr) Fall
This course will focus on diagnostic and interventional procedures of the cardiovascular system.

MI 435-Seminar ARRT Exam Review II (1 hr) Spring
This is a review course for the ARRT primary exam certification

MI 485 – 488 Independent Study (1-4 Hr) Fall, Spring
Course will provide imaging student the opportunity to pursue independent study.

Reviewed: 7/21; 6/22; 7/23; 7/25

Revised: 6/26

SCHOOL OF SONOGRAPHY

School of Sonography

PROGRAM OVERVIEW

Established in 2013, St. Mary's/Marshall School of Sonography is a premier hospital-based educational program designed to equip students with the necessary skills and knowledge to excel in the field of diagnostic medical sonography. The program spans 36 months and is structured around a competency-based curriculum that integrates clinical training with didactic instruction, ensuring that graduates are fully prepared for entry-level employment as sonographers.

The School of Sonography operates as a cooperative baccalaureate program in collaboration with Marshall University. This partnership enhances educational experience by providing students with access to a diverse range of resources and expertise. The comprehensive curriculum covers a variety of sonography disciplines, including General Sonography, Obstetrical/Gynecologic Sonography, Cardiac Echocardiography (both fetal and adult), and Vascular Sonography.

Graduates of the Sonography program will be eligible to sit for the American Registry of Diagnostic Medical Sonography (ARDMS) certification examinations upon completion of their studies. Notably, students enrolled in an accredited sonography program through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) can take the certification exam as early as six weeks prior to graduation.

As part of the program requirements, students must successfully complete the Sonography Principles and Instrumentation (SPI) examination at the end of their sophomore year. This prerequisite examination covers essential topics related to ultrasound physics and instrumentation and is crucial for progressing through the program. Additionally, to pursue specialty examinations, students must prepare a Curriculum Vitae (CV), which the program director will submit electronically to the ARDMS six weeks before graduation. It is important for graduates to be aware that CVs remain valid for five years; if specialty exams are not completed within this timeframe, graduates must contact the ARDMS to fulfill additional requirements.

The Sonography program comprises two principal components: a clinical component and an academic didactic component. Each element is strategically designed to reinforce the other, permitting students to apply theoretical knowledge in practical settings. The synergy between classroom instruction and supervised clinical practice enhances the learning experience, ensuring that students are competent in performing sonographic procedures upon entering the workforce.

St. Mary's/Marshall School of Sonography is dedicated to cultivating skilled and knowledgeable sonographers through a robust educational framework. By focusing on both clinical competencies and theoretical understanding, the program prepares its graduates for successful careers in the dynamic field of sonography.

SCHOOL OF SONOGRAPHY MISSION STATEMENT

At St. Mary's/Marshall School of Sonography, our mission is to cultivate highly qualified sonography professionals through innovative educational methodologies and a commitment to excellence. We dedicate ourselves to providing a comprehensive curriculum that adapts to the dynamic landscape of health care, ensuring our graduates are equipped with the requisite skills and knowledge to meet the evolving demands of the field.

Our esteemed faculty collaborates with both internal stakeholders and external healthcare organizations to create a vibrant learning environment that prioritizes responsiveness to local and national health care trends. By fostering interdisciplinary partnerships and promoting community engagement, we aim to enhance the educational experience and prepare our students to become multi-competent sonography professionals.

Through our unwavering dedication to student success, professional development, and adherence to the highest ethical standards, St. Mary's School of Sonography strives to be a leader in sonographic education, ultimately contributing to improved patient care and outcomes within the healthcare system.

PROGRAM PHILOSOPHY

At St. Mary's/Marshall School of Sonography, we regard sonography as a unique fusion of art and science, rooted in our commitment to addressing the specific healthcare needs of our community. Our fundamental objective is to deliver exceptional outcomes while ensuring the highest quality of patient care. Achieving this goal necessitates a robust application of physical and biological sciences, complemented by effective communication and interpersonal skills.

We firmly believe that learning is a product of education, thriving on key elements such as motivation, readiness, interest, and perseverance. These factors are essential for fostering effective learning environments. We recognize that students flourish best in settings characterized by cooperative teacher-student relationships, which facilitate open dialogue and mutual respect.

Our sonography program is meticulously designed to guide students in acquiring the knowledge and competencies necessary for entry-level employment across various sonography fields. We understand that education does not conclude upon graduation; thus, we place significant emphasis on the importance of continuing education as a vital component of professional development.

The faculty is tasked with the responsibility of selecting, planning, organizing, implementing, and evaluating educational experiences in a progressive manner. This structured approach grants students' clear direction while accommodating individual differences in learning styles and needs.

Moreover, it is imperative for students to actively engage with faculty regarding all programmatic policies and procedures, as well as to fully participate in group activities. Such collaboration is essential for nurturing a cooperative environment that enhances student learning outcomes.

In summary, St. Mary's School of Sonography is dedicated to fostering an educational atmosphere that harmonizes artistic and scientific principles, thereby equipping students with the tools necessary for professional success and lifelong learning in the field of sonography.

SCHOOL OF SONOGRAPHY GOAL

To assure that St. Mary's/Marshall School of Sonography is effective in providing the highest quality educational opportunities to students as set forth in the *Standards of an Educational Program in Sonography* by the Joint Review Committee in Diagnostic Medical Sonography, the SONO has developed an assessment plan based on the goals and expectations listed below.

The sonography program goals and expectations include preparing competent entry-level general sonographers in cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Prepare competent entry-level adult cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Prepare competent entry-level vascular sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The assessment plan and goals are evaluated on an annual basis and are published in an annual report to the advisory committee members.

Program Goals

To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills) and affective (behavior) learning domains for the following concentrations:

- Abdominal sonography - extended
- Obstetrics and gynecology sonography
- Adult cardiac sonography
- Vascular sonography

APPLICATION PROCESS

Thank you for your interest in St. Mary's/Marshall School of Sonography is a very exciting and dynamic field that offers a wonderful blend of technology and patient interaction.

The St. Mary's Sonography/MU School of Sonography program is a four-year program and is accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS) and Commission of Accreditation of Allied Health Education Program (CAAHEP). Please be advised that the sonography program is selective in its admission practices and can only offer a limited number of spaces to applicants each year. Acceptance into the program is contingent upon negative drug screening and a clear background check before the start of the first semester. The program reserves the right to request random drug screenings after admittance.

Students must apply to and be accepted into the Marshall University College of Health Professions. There is a \$30 non-refundable application fee. We accept applications from January 1 to May 10 of each year. The application process must be completed by May 10th of the year you are applying for admission.

Again, thank you for your interest in the program.

[Download Application](#)

Technical Standards form

Applications along with a Technical Standards Declaration (see Technical Standards below) may be downloaded and submitted electronically to Patricia.Mannon@st-marys.org The \$30 application fee can be paid by credit card by contacting the St. Mary's Accounting Department at 304.526.8932 Alternatively, applications and the fee in the form of check or money order can be mailed to:

St Mary's Medical Center School of Sonography
2900 First Avenue
Huntington, WV 25701

In addition to the application and technical standards form, we require a copy of high school transcripts and all college transcripts. Transcripts may be delivered electronically to Patricia.Mannon@mhnetwork.org or mailed. We recommend requesting electronic delivery.

ACCEPTANCE PROCESS

Applicants are scored and ranked based on overall course grades in prerequisite courses. ACT scores will be used in case of a tie. Students who took the SAT rather than the ACT will have the math and overall scores converted to ACT values.

Positions are offered to the top 4-8 applicants based on clinical availability and overall GPA points; however, we reserve the right to conduct personal interviews to assist in candidate selection. Remaining applicants comprise the alternate list for that year's admission. Alternates may be selected up to the beginning of the fall term.

[Back to Table of Contents](#)

DISCLOSURE FORM – SONOGRAPHY

Diagnostic Medical Sonography Program Effectiveness ▼												
Institution Name:												
Saint Mary's Medical Center												
CAAHEP Accredited Concentrations:												
Abdomen-Extended, Obstetrics & Gynecology, Vascular and Adult Cardiac												
<i>Intentionally left blank</i>												
Student Retention: Total # of Graduates/Total # of Students Enrolled												
Retention Threshold: 70% of total enrollment (sliding scale is used for cohorts of 9 or less enrolled students)												
Cohort Number	Track Name (if applicable)	2025 # Graduate	2025 # Enrolled	2025 % Retention	2024 # Graduate	2024 # Enrolled	2024 % Retention	2023 # Graduate	2023 # Enrolled	2023 % Retention	3-Year Average Student	
1	General	4	4	100%	3	3	100%	1	1	100%	100%	
2	Cardiovascular	4	4	100%	3	3	100%	3	3	100%	100%	
<i>Intentionally left blank</i>												
Job Placement: Total # of Graduates employed in 6 months/Total # of Graduates												
Job Placement Threshold (within 6 months of graduation): 75% of graduates employed as sonographers in one of program's accredited specialties, continuing their education or actively serving in the military												
Cohort Number	Track Name (if applicable)	2025 # Employed	2025 # Graduate	2025 % Job Placement	2024 # Employed	2024 # Graduate	2024 % Job Placement	2023 # Employed	2023 # Graduate	2023 % Job Placement	3-Year Average % Job	
1	General	4	4	100%	3	3	100%	1	1	100%	100%	
2	Cardiovascular	4	4	100%	3	3	100%	3	3	100%	100%	
<i>Intentionally left blank</i>												
Test Takers Rate: Total # of Test Takers/Total # of Graduates for the concentration												
Test Takers 3-Year Trend Threshold:												
50% for programs that have 15 or fewer graduates over a 3-year timeframe												
60% for programs that have 16 or greater graduates over a 3-year timeframe												
Cohort Number(s) (programs w/multiple cohorts of the same concentration must indicate all cohort #'s on one row)	Concentration	2025 # Test Takers	2025 # Graduate s	2025 % Test Takers	2024 # Test Takers	2024 # Graduate s	2024 % Test Takers	2023 # Test Takers	2023 # Graduate s	2023 % Test Takers	3-Year Graduates Total	% Test Takers 3-Year Trend
1,2	ABDOMEN-EXTENDED	4	4	100%	4	6	67%	1	1	100%	11	82%
1,2	VASCULAR	0	4	0%	4	6	67%	0	3	0%	13	31%
1	OBSTETRICS & GYNECOLOGY	1	4	25%	3	3	100%	1	1	100%	8	63%
2	ADULT CARDIAC	4	4	100%	3	3	100%	3	3	100%	10	100%
<i>Intentionally left blank</i>												
Credential Success Rate: Total # of Graduates successfully earning credential/Total # of Test Takers												
Credential Success Threshold (within one year of graduation): 60% of graduates passing a credentialing exam per concentration that the program holds accreditation												
Cohort Number	Concentration & Credentialing Exam(s)	2025 # Earners	2025 # Test Takers	2025 % Success	2024 # Earners	2024 # Test Takers	2024 % Success	2023 # Earners	2023 # Test Takers	2023 % Success	3-Year Average %	
1	ABDOMEN-EXT - RDMS(AB) or RT(S)	4	4	100%	2	3	67%	1	1	100%	69%	
1	VASCULAR - RVT(VT) or RVS or RT(VS)	0	0	•	1	1	100%	0	0	•	N/A	
1	OB/GYN - RDMS(OB/GYN) or RT(S)	1	1	100%	3	3	100%	1	1	100%	100%	
2	ABDOMEN-EXT - RDMS(AB) or RT(S)	4	4	100%	1	1	100%	0	0	•	N/A	
2	VASCULAR - RVT(VT) or RVS or RT(VS)	0	0	•	1	3	33%	0	0	•	N/A	
2	ADULT CARDIAC - RDMS(AE) or RCS	4	4	100%	3	3	100%	3	3	100%	100%	

FINANCIAL INFORMATION: FEES AND OTHER EXPENSES

Unless otherwise noted, all fees are due at the beginning of each academic year. There is no difference in tuition for West Virginia residents or out-of-state residents. All fees are subject to change without notice.

Tuition is paid directly to Marshall University. Students who receive financial aid from Marshall may receive fall aid by August but must contact the Financial Aid office early to do so. Students may be granted a short-term extension in fee payment under extenuating circumstances.

PROJECTED EXPENSES

Projected expenses apply to Sonography courses only at the CFE. Students who take coursework at Marshall University may have additional fees or other expenses.

Year One Fall		Year One Spring	
Tuition	4120	Tuition	4120
Books	800 (estimate)	Books	100
Uniforms	200 (estimate)		
Drug/Screen/Background check	100		
Total	5220	Total	4220
Year Two Fall		Year Two Spring	
Tuition	4120	Tuition	4120
Books	200 (estimate)	Books	100
Toital	4420	Total	4220
Year Three Fall		Year Three Spring	
Tuition	4120	Tuition	
Books	100	Books	100
Fees (graduation)	50		
Total	4270		4100

Despite any policy to the contrary, for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, we will not:

- Prevent their enrollment.
- Assess a late penalty fee too.
- Require they secure alternative or additional funding.
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class.
- Provide written requests to be certified.
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

TECHNICAL STANDARDS

Technical standards are those standards or abilities that a student must possess to be successful in this profession. All applicants are required to sign a Technical Standards Review Declaration Form to be submitted with application form.

Part of the training in radiologic technology involves working one on one with patients. Student technologists are responsible for the safety and well-being of their patients while performing examinations. The students will also be manipulating equipment where the potential injury to the patient and student is present.

1. Motor Skills

- extend the hands and arms in any direction
- hold, grasp and turn with the hands
- safely lift, manipulate and use equipment
- reach up to six feet off the floor
- ability to coordinate eyes, hands and feet rapidly and accurately
- lift 30-35 lbs. waist high
- push and pull at least 100 lbs.

2. Visual Acuity

- sufficient far vision to see objects beyond 20 feet
- sufficient near vision to see objects within 20 inches
- depth perception
- see in all directions
- observe and evaluate changes in the patient or equipment

3. Communication Ability

- perceive the nature of sounds through hearing
- be able to speak, hear and observe patients
- express and exchange information through written and verbal communication

4. Behavioral Skills

- function effectively under stress
- establish sensitive and cooperative relations with patients and co-workers
- adapt to changing environments

**** See Admission Above regarding Declaration Form****

Credit Hour

One lecture credit hour is given for each 15 classroom contact hours, plus necessary outside preparation. For nursing courses, one laboratory credit hour requires at least 45 hours of laboratory work per credit hour, plus necessary outside preparation. Laboratory experiences are complements to classroom courses that focus on the theory and principles of the discipline.

FACULTY

Dr. Joey Trader, Ed.D., MSN, RN
Vice President of Schools of Nursing and Health Professions
St. Mary's/Marshall University Cooperative ASN, Huntington, WV
Marshall University, Huntington, WV
Liberty University, Lynchburg, VA

Jane Mannon, MS, RT(R), (ARRT), (AB) (OBGYN), (ARDMS) RVT, VT
Program Director
School of Medical Imaging, St. Mary's Medical Center
Marshall University, Huntington, WV

Cody Nutter, BS, RDCS (ARDMS) RVT, VT
Concentration Coordinator
School of Medical Imaging, St. Mary's Medical Center
Marshall University, Huntington, WV

Micayla Runyon, RDMS (FE, ABD, OB/GYN)
School of Medical Imaging, St. Mary's Medical Center

STAFF

CFE Administrative Assistant	Paula Cremeans	304-526-1426
CFE Admissions Coordinator	Melba Curry	304-526-1423
CFE Admissions Coordinator	Leah Chapman	304-399-7110

Curriculum:

In the Sonography program, students have a structured academic pathway that is designed to equip them with the necessary knowledge and skills for a successful career in medical imaging. During their sophomore year (Year 2), all students will follow a uniform curriculum before choosing their specialization track.

At the conclusion of the sophomore year, students must select from two distinct tracks:

1. ****Abdomen Extended/OBGYN****: This track focuses on general sonographic techniques and includes specialized training in obstetrics and gynecology.
2. ****Cardiovascular****: This track is tailored for those interested in cardiovascular sonography, concentrating on imaging of the heart and blood vessels.

To progress in the Sonography program, students must successfully pass the Sonography Principles and Instrumentation (SPI) physics exam at the end of their sophomore year. This examination is critical for ensuring students have a foundational understanding of the principles that underpin sonographic practice.

It is essential for students to stay informed regarding the General Education requirements set forth by Marshall University (MU), as these may undergo modifications. Students are strongly advised to consult with the College of Health Professions at MU to ensure compliance with any updated criteria.

Before receiving their certificate from SMMC, students are required to fulfill all graduation requisites established by both Marshall University and SMMC. It is important to note that specific course sequences may change; therefore, students should regularly check for any updates or announcements concerning their curriculum.

Sonography students are permitted to take their certification examinations six weeks prior to graduation. This offers a strategic advantage, allowing students to complete necessary assessments and transition smoothly into their professional careers.

This structured approach ensures that students not only gain comprehensive knowledge and hands-on experience in their chosen field but also meet the rigorous standards required for certification and practice in sonography.

Sonography Program Curriculum

Total credit hours 124-129

First Year	Courses in the First year are taken prior to admission in the BS in Sonography.”	
First Semester		Credit Hours
CMM103	Fund Speech-Communication	3
Eng 101	Beginning Composition	3
Math 121	Concepts and Applications (CT	3
BSC 227	Human Anatomy	3
BSC 227L	Human Anatomy Lab	1
CLS 105	Medical-Lab Terminology (CT)	3
UNI 100	Freshman First Class	1
		Credit Hours 17
Second Semester		
BSC 228	Human Physiology	3
BSC 228L	Human Physiology Lab	1
ENG 201	Advanced Composition	3
FYS 101	First Yr Sem Critical Thinking	3
PHY 101	Conceptual Physics	3
PHY 101L	Conceptual Physics Lab	1
Core II	Social Science	3
		Credit Hours 17
Second Year		
First Semester		
SONO 214	Intro to Sonography	3
SONO 213	Ultrasound Physics	3
SONO 212	Abdominal Sonography	4
SONO 210	Clinical I	4
MI 202	Patient Care Imaging Science	3
MI 204	Radiographic Anatomy	3
MI 211	Seminar	1
		Credit Hours 21

Second Semester		
MI 208	Pharmacology for Imaging	2
MI 304	Radiographic Pathology	3
MI 211	Seminar	1
SONO 316	Abdominal Sonography II	3
SONO 317	Physics II	3
SONO 220	Clinical II	4
		Credit Hours 16
Third Year		
First Semester		
MI 306	Seminar	1
SONO 310	Clinical III	4
SONO 315	Small Parts Sonography	3
SONO 318	Vascular Sonography I	4
	Core II Fine Arts	3
		Credit Hours 15
OBGYN		
Second Semester		
MI 311	Seminar	1
SONO 320	Clinical IV	4
SONO 416	Obstetrical Sonography I	3
SONO 424	Vascular Sonography II	3
	Core II Humanities	3
		Credit Hours 15
Cardiovascular		
MI 311	Seminar	1
SONO 320	Clinical IV	4
SONO 424	Vascular Sonography II	3
MI 407	Cardiovascular anatomy	3
	Core II Humanities	3
		Credit Hours 14
Fourth Year		
First Semester		
OBGYN		
MI 403	Adv Practice Medical Imaging	3
SONO 410	Clinical Practice V	4
SONO 418	Registry Review	1
SONO 417	Gynecological Sonography I	3
SONO 422	Obstetrical Sonography II	3
SONO 438 (OP)	Fetal Echo	3
		Credit Hours 14
Cardiovascular		
MI 403	Adv Practice Medical Imaging	3
SONO 410	Clinical Practice V	4
SONO 418	Registry Review	1
SONO 423	Adult Echocardiography I	4
		Credit Hours 12
Second Semester		

OBGYN		
MI 410	Research Medical Imaging	3
MI 411	Transcultural Health	3
SONO 436	Sonography Registry Review II	1
SONO 420	Clinical Practice VI	4
SONO 421	Gynecological Sonography II	2
		Credit Hours 13
Cardiovascular		
MI 410	Research Medical Imaging	3
MI 411	Transcultural Health	3
SONO 436	Sonography Registry Review II	1
SONO 420	Clinical Practice VI	4
SONO 425	Adult Echocardiography II	4
		Credit Hours 15

COURSE DESCRIPTIONS

MI 202 Patient Care in Imaging Science (3 Hrs.) Fall

Content is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures are described, as well as infection control procedures using standard precautions. The role of the radiographer in patient education is identified.

MI 204 – Radiographic Anatomy (3 Hrs.) Fall

Content is designed to introduce the student to radiographic anatomy. The student will identify anatomical structures depicted on radiographs including film radiography and digital imaging. The student will be introduced to sectional anatomy as demonstrated with computed tomography, magnetic resonance imaging and sonography. Emphasis is placed on identifying structures visible on correctly performed radiographic procedures.

PR: BSC 227 & 227L, BSC 228 & 228L: CR: MI 205

MI 208 – Pharmacology and Drug Administration (2 HR) Spring

Content is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized. Though regulations regarding the administration of contrast media and intravenous medications vary in different states and institutions, the official position of the American Society of Radiologic Technologists is that venipuncture falls within the profession's general scope of practice and practice standards. Therefore, it should be included in the didactic and clinical curriculum with demonstrated competencies of all appropriate disciplines regardless of the state or institution where the curriculum is taught.

PR: BSC 227 & 227L, MI 202, MI 203, MI 204, proof of BCLS certification.

SONO 210-Clinical Practice I Sonography (4 Hr.) Fall

Clinical practice experiences are designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of sonographic procedures.

MI 211 – Seminar in Imaging Science (1Hr) Fall

Students will research and make short presentations on new developments in imaging science. Emphasis is placed on developing the student's oral communication skills, research skills, and introducing the student to the concept of continuing education as mandated by the ASRT.

MI 212-Seminar in Imaging Science (1 Hr.) Spring

MI 213-Elective Clinical Practicum 1 (4 Hr.) Summer Intercession

Elective clinical practicum in radiography or sonography

SONO 220 Clinical Practice II Sonography (4 Hr.) Spring

Clinical practice experiences are designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of sonographic procedures.

MI 304 – Radiographic Pathology (3 Hr.) Spring

Content is designed to introduce concepts related to disease and etiological considerations with emphasis on radiographic appearance of disease and impact on exposure factor selection.

MI 306 – Seminar in Imaging Science (1 Hr.) Fall

Students will research and make short presentations on advanced practice methodologies in imaging science. Emphasis is placed on developing the student's oral communication skills, research skills, and introducing the student to the concept of continuing education as mandated by the ASRT.

MI 308 – Radiographic Image Analysis (2 Hr.) Spring

Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis.

PR: MI 204, MI 205, MI 208, MI 303, MI 304

SONO 310-Clinical Practice III Sonography (4 Hr.) Fall

Clinical practice experiences are designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of sonographic procedures

MI 311-Seminar in Imaging Science (1 Hr.) Spring

Seminar on new and emerging techniques in imaging sciences

SONO 312- Abdominal Sonography I (4 Hr.) Fall

This course covers basic abdominal sonographic positioning and scanning protocols as it relates to normal anatomy of the abdomen. Laboratory included.

SONO 313-Ultrasound Physics I (3 Hr.) Fall

The focus of this course is to educate students about the physics of sound waves and their interaction with tissue enabling the display of diagnostic imaging.

SONO 315-Small Parts Sonography (3 Hr.) Fall

This course covers anatomy, positioning and scanning protocol of the superficial structures.

SONO 316-Abdominal Sonography II (3 Hr.) Spring

This course covers basic abdominal sonographic positioning and scanning protocols as it relates to normal anatomy, anatomical variants, physiology to include the retroperitoneum, associated abdominal vasculature identified. Prerequisite SONO 312

SONO 317-Ultrasound Physics II (3 Hr.) Spring

The focus of this course is to educate students about the physics of sound waves and their interaction with tissue enabling the display of diagnostic imaging. Prerequisite SONO 313

SONO 318-Vascular Sonography I (4 Hr.) Spring

Discussion of vascular disease, duplex examinations with comparison to arteriography as it pertains to venous and visceral vascular examinations. Laboratory included.

MI 320-Elective Clinical Practicum II (4 Hr.) Summer Intercession

Elective clinical practicum in radiography or sonography.

MI 403 – Advanced Practice in Medical Imaging (3 Hr.) Fall Meets Writing Across the Curriculum general education requirement for Marshall University

This course is a core requirement for all students regardless of the Advanced Practice track. The focus of the course will include advanced discussion of communication, human diversity including the political context of health care, health care policy formation, health care law and compliance, patient information management and teamwork.

PR: ARRT, ARDMS

MI 407 – Cardiovascular Anatomy and Physiology (3 Hr.) Spring

This course will focus on cardiovascular anatomy and physiology including heart anatomy and coronary, systemic, pulmonary, peripheral and cerebral circulation. Content will include discussion of advanced pathophysiology relating to the vascular system including cardiac physiology.

PR: ARRT: ARDMS

SONO 410 Clinical Practice V Sonography (4 Hr.) Fall

Clinical practice experiences are designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of sonographic procedures

MI 410– Research in Medical Imaging (3 Hr.) Capstone Course Spring

This course is a core requirement for all students regardless of the Advanced Practice Track. Research methods and information literacy are important because the health care profession is continually changing, which requires the radiologic technologist to possess new knowledge to function competently. The radiologic technologist should contribute to the body of knowledge and be able to effectively analyze resources to promote growth in the profession. The attitude of lifelong learning enables the radiologic technologist to stay in step with the current health care environment and be prepared to help foster the future and increase awareness of the profession in the global community. This content is geared to increase and disseminate intellectual inquiry, information literacy and the use of scholarly research methods.

PR: ARRT, ARDMS This course will satisfy the Writing Across the Curriculum Requirement.

MI 411-Transcultural Healthcare (3 Hr.) Spring meets Multicultural and Writing Across the Curriculum general education requirements for Marshall University

This course is intended to introduce a culturally comparative analysis of health and healing. Readings provide both comparative ethnographic details and a theoretical framework for organizing and interpreting information about health. Class will meet weekly to discuss assigned readings. It is important that healthcare workers understand the concept of culture as a fluid, permeable, changeable set of collective beliefs, values, and behaviors that inform, shape and constrain the worldviews and personal choices of individuals in healthcare decision making. The course emphasizes a multidisciplinary approach to healthcare that will promote cultural sensitivity toward patients, physicians and healthcare professionals.

SONO 416-Obstetrical Sonography I (3 Hr.) Spring

This course covers basic obstetrical sonographic positioning and scanning protocols as it relates to the normal anatomy of the fetus.

SONO 417-Gynecological Sonography I (3 Hr.) Fall

This course presents a study of anatomy and physiology of the nongravid pelvis and first trimester fetus.

SONO 418-Registry Review Sonography (1 Hr.) Fall

This course introduces the student to ARDMS exam taking skills, mock examinations of the ARDMS matrix, and self-evaluation studies. Study methods and application are also covered. A study of realistic clinical problems and situations, with emphasis on analyzing and evaluating these problems to formulate acceptable imaging modalities is included. Upon successful completion of the course, including a mock ARDMS exit exam, the student will be awarded the Certificate from St. Mary's Medical Center School of Medical Imaging that will allow the student to sit for the appropriate ARDMS exam.

SONO 420-Clinical Practice VI Sonography (4 Hr.) Spring

Clinical practice experiences are designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of sonographic procedures

SONO 421-Gynecological Sonography II (2 Hr.) Spring

This course presents a study of the pathology of the nongravid pelvis and first trimester.

Prerequisite SONO 417

SONO 422-Obstetrical Sonography II (3 Hr.) Spring

This course focuses on sonographic techniques in high-risk pregnancies and fetal abnormalities and pathologies. Prerequisite SONO 416

SONO 423-Adult Echocardiography I (4 Hr.) Fall

This course covers basic adult heart sonographic positioning and scanning protocols, as it relates to normal anatomy, anatomical variants and physiology of the adult heart.

SONO 424-Vascular Sonography II (3 Hr.) Fall

Discussion of vascular pathology and the use of plethysmography techniques in sonography Prerequisite

SONO 425- -Adult Echocardiography II (34Hr) Spring

This course is a continuation of SONO 423 and covers basic adult heart sonographic positioning and scanning protocols as it relates to anatomical variants and physiology of the adult heart. Prerequisite SONO 423

SONO 436-Seminar Sonography Registry Review II (1hr) Spring

This course is designed to prepare the sonography student for their second specialty exam through the ARDMS

SONO 438 Fetal Echocardiography (3 Hr.) Spring Elective

This course focuses on sonographic techniques in high-risk pregnancies and fetal heart abnormalities. Prerequisite SONO 416