

NDSU | COLLEGE OF
HEALTH PROFESSIONS

Health Services Handbook 2020-2021

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July 2020

INTRODUCTION

Welcome to the College of Health Professions. We are excited that you are a student in our Bachelor of Sciences in Health Services (BHS) program and I want to provide for you some information that I hope will be of assistance to you during your academic journey with us.

A very important person during your time with us is your advisor. This individual is available to assist you in planning your program of studies and answer questions about future career options. I urge you to meet regularly with your advisor especially if you have any questions, concerns or need help with any academic, College, or campus issues. Faculty and staff are prepared to work with you on an individual basis and help guide you through your journey with us. Additional career information can also be found in our Administrative Offices in Fargo - Sudro 123 and by attending our Annual Career Fair in September.

The BHS curriculum is designed to challenge you and to teach you to become an independent learner and to work in collaborative interprofessional healthcare teams. Therefore, students are expected to take a very active role in their education and take responsibility for their own learning. Student active learning is a major emphasis of our program. You will be asked to apply your knowledge, dig for the answers to questions, communicate both verbally and in writing, critically think and problem-solve through case discussions, practice team-based care with students from other disciplines, and participate in numerous experiential activities. I encourage you to ask questions in class and to learn by understanding and applying the material presented rather than by simply memorizing factual information. The goal of our curriculum is for you to achieve the necessary life-long learning skills which will become important to you in your future career as a health professional to be able to "keep up" with the plethora of new information associated with our rapidly changing health care system. Your ultimate success will be determined by the amount of effort you are willing to put into your academic studies. So work hard and give your best effort in all that you do. If you give us your best, you will receive the best in your educational experience with us. It will also be important that you learn more than just the technical skills of practicing in your discipline but that you also learn what it means to become a health professional and practice professionalism in every and all situations. You will need to learn how to practice ethically, responsibly, with honesty, integrity, and good moral character and treating others (especially your patients) with compassion, caring, understanding, and respect which is expected of any health professional. These will be the keys to your future success as a health professional.

We desire to provide a positive learning environment for all students here within the College and we strive to continually improve our program. Students are a very important part of this process and we actively solicit your input and active participation through various formats. Students are elected from each class to serve on the Dean's Student Liaison Committee. This committee meets with the Senior Associate Dean (formerly the Associate Dean for Student Affairs and Faculty Development) throughout the year to bring student concerns to the attention of the administration. In addition, the College holds a Deans' Open Forum each semester to allow students an opportunity to interact directly with the Dean (and his administrative leadership team) on matters of interest and concern to students. And I also want you to know that my door is always open to you, so please don't hesitate to stop by my office if you need my assistance for anything. We encourage you to use these sources as well as visits with faculty, or any of the members of the staff in our Administrative Offices whenever you have issues that need to be brought to our attention. In addition, I encourage you to become actively involved with your profession by joining one of our student professional organizations. This is a great way to learn about what's going on within your profession and begin contributing to the advancement of your future professional career and practice.

This handbook is devoted to academic information to help enhance student success within our program. We hope you find it helpful to you. I wish you much success in your educational pursuits with us and in your later professional practice. Best wishes to you for a successful year!

Charles D. Peterson, Pharm.D.
Dean, NDSU College of Health Professions

GENERAL FAQ

AN INFORMAL GUIDE: The following is a series of informal responses to questions most frequently asked about rules and procedures at NDSU. For further information, please refer to the current NDSU Bulletin (www.ndsu.edu/bulletin/), your advisor, Administrative Office in Sudro 123, the Office of Registration & Records in Ceres 110, or One Stop in the Memorial Union.

ACADEMIC ADVISORS

Who is my advisor? Students in the BHS program are assigned an advisor. It is important to meet with your advisor on a regular basis to receive updated curricular information. Advisors help students learn how to complete the registration procedures. **Students are responsible for the course and program selections which they make.** However, an advisor is a valuable source for acquiring information about the advisability of student choices. **(If you desire a change of advisor, please contact the Senior Associate Dean (formerly the Associate Dean for Student Affairs and Faculty Development), College of Health Professions, 231-7601.)**

Do I need to see my advisor about my semester schedule? Yes, make an appointment with your advisor during advising week to plan your schedule of classes. Dates for advising and registration are available on the Office of Registration & Records web site (www.ndsu.edu/registrar) and "The Spectrum," published twice per week when full semester classes are in session.

CREDITS

How many credits do I need to be a Sophomore, a Junior and a Senior? You need 27 credits to be classified as a Sophomore, 60 credits to be classified as a Junior, and 90 credits to be classified as a Senior. To graduate, you must successfully complete all general education requirements, the requirements in your major, and with a minimum of 2.0 grade point average. A complete list of University requirements for graduation is in the current NDSU Bulletin.

What is the limit on the number of credits I can take per semester? Full-time students will carry from 15 to 19 credits per Semester. Registration for more than 20 credits is not recommended. Special permission from your advisor and a grade point average of at least 3.0 are required to register for more than 20 credits. You must obtain a "Petition to Enroll in More Than 20 Credits" form under the link, "Over 20 Credits Petition," at www.ndsu.edu/registrar/forms.

How many credits will I lose when I transfer to NDSU from another school? Ordinarily you shouldn't lose any. However, a "D" grade in any course does not transfer to the College of Health Professions. Some technical courses may not fit your degree program and in this case some extra work may be required. For evaluation of transfer credit see the current NDSU Bulletin.

How many credits can I transfer from a junior or community college? All college-level credits from regionally accredited institutions transfer; however, not all may apply to the particular degree program you have selected. To obtain a baccalaureate degree you must complete at least 60 semester credits at a four-year college or university. At least the last 37 of these credits must be at the junior or senior level. (See current Bulletin.)

How do I challenge a course? A student who is currently registered may seek credit by challenging a course. A course challenge usually consists of a special comprehensive examination; however, additional types of performance may be required for some courses. A course challenge is only permitted for courses in which the student has not received transfer credit or has no previous academic record. Prior registrations are allowable if course was dropped prior to the No Record Drop deadline in a given term. Student must be registered at NDSU during the semester in which you wish to challenge a course (see current NDSU Bulletin for complete

descriptions). Procedures for pursuing a course challenge may be found at:
www.ndsu.edu/fileadmin/registrar/forms/challenge.pdf

Is it possible to obtain college credits by taking examinations of the College Entrance Examination Board (CLEP and AP)? Yes. Students may demonstrate evidence of college-level achievement through the use of nationally standardized tests. A student may not repeat by proficiency testing a course that has been previously taken or failed at NDSU or another accredited institution. Score reports must be sent directly to NDSU from the awarding agency/board. School reports and student-issued grade reports are not considered official for purposes of awarding credit by examination.

DEGREES (CURRICULUM REQUIREMENT)

How do I petition for a waiver or substitution of a curriculum requirement? To petition, you must obtain a "Request to Waive or Substitute Courses" form under the link, "Substitute/Waive a Course" at www.ndsu.edu/registrar/forms. In this petition, which is presented to the BHS Program Director (Dr. Dan Friesner, Senior Associate Dean in the College of Health Professions), you state exactly why you think you should have a waiver. Dr. Friesner will review your petition and you will be notified of their decision. Petitions should be submitted only when special circumstances make it virtually impossible for you to meet the regular degree requirements. **Only program, departmental or College of Health Professions requirements may be waived. University requirements may not be waived.**

GENERAL EDUCATION REQUIREMENTS

Who must complete the General Education Requirements? The General Education Requirements apply to all students.

What are the General Education Requirements? The General Education Requirements are listed in the current NDSU Bulletin. A list of the courses approved for the different categories is provided at www.ndsu.edu/registrar/academics/gened.

General Education transfer with the ND University System. Students who plan to transfer from one institution to another in the ND University System should check with Office of Registration & Records in Ceres 110 or One Stop in the Memorial Union.

GRADES AND ACADEMIC STATUS

What is the G.P.A.? Grade Point Average. For each credit of "A" you receive four (4) honor points; three (3) for each credit of "B"; two (2) for each credit of "C"; one (1) for each credit of "D"; and zero (0) for each credit taken in which a grade of "F" is received. The GPA is computed by dividing the total number of honor points earned at NDSU by the total number of credit hours in which honor points were recorded. For example, a person with a G.P.A. of 3.00 has a grade average of "B." The minimum GPA of 2.00 is required for graduation. Developmental courses do not count toward graduation requirements.

If I do not do well in a course, may I take it over again? Yes. The second grade, whether higher or lower, will replace the first grade in computing the GPA. Both grades are listed on your Permanent Record. **To replace a grade for a course taken at NDSU, that course MUST be repeated at NDSU. The one exception is that NDSU students may register for a Tri-College course to repeat a course previously taken at NDSU.**

Will I receive mid-term grades? Upon request, all instructors shall inform students directly of their approximate mid-term grades before the end of the eighth week of the semester.

ENTRY-LEVEL DEGREES

An entry-level degree is a degree program that a student who has graduated from a U.S. K-12 system and is newly admitted to NDSU can pursue directly out of high school. Entry-level degrees include all bachelor degrees and a selected number of (but not every) professional and/or graduate degrees. The College of Health Professions offers the following entry-level degrees:

Entry-level degrees offered through the College of Health Professions:

Bachelor of Science in Health Services

Entry-level degrees offered through the Department of Allied Sciences:

Bachelor of Science in Medical Laboratory Science

Bachelor of Science in Radiologic Sciences

- Includes sub-plans in:

Sonography

X-ray Technology

Bachelor of Science in Respiratory Care

Entry-level degrees offered through the School of Nursing:

Bachelor of Science in Nursing

- Includes the following programs:
 - pre-professional BSN program
 - LPN to BSN program
 - RN to BSN program

Entry-level degrees offered through the School of Pharmacy:

Doctor of Pharmacy (Pharm.D.)

- Includes the following dual-degree programs:
 - Pharm.D/MBA: In conjunction with NDSU College of Business.
 - Pharm.D./MPH: In conjunction with the Department of Public Health
 - Pharm.D./Ph.D.: In conjunction with the Department of Pharmaceutical Sciences

NOTE: For all dual degree programs students must first be admitted to the Pharm.D. program and fulfill all graduate school requirements prior to beginning coursework for the second degree.

CHANGING MY MAJOR

How do I change my major? Occasionally students find they are not suited for a particular field. If you decide to change majors while you are a student in the College, you are expected to follow this procedure: set up a meeting to discuss it with your advisor. The advisor will fill out the electronic major change form. You will be assigned a new advisor in the field in which you will be majoring. Once you select a major, you must transfer to the college that offers the major.

DECLARING A MINOR

The following is a partial list of minors that may be of interest to health services majors. Go to the following web page, <https://www.ndsu.edu/majors/>, and select the program of study from the list.

- Accounting
- Biotechnology
- Business Administration
- Chemistry
- Gerontology
- Health Communication
- Human Development and Family Science
- Microbiology: (*Students interested in a microbiology minor must take Micr 350 and 350L, instead of Micr 202 and 202L.*)

- Psychology – Neuroscience Minor
- Psychology
- Public Health
- Spanish
- Wellness

Curriculum Guides for all Majors and Minors: <https://www.ndsu.edu/registrar/academics/curricula/>

How many credits are required for a Minor? The number of credits required for a minor varies by departments. The minimum number of credits for a minor is 16. To determine the exact number of credits that you will need for a minor, check with your advisor, or in Ceres 110 or One Stop.

How do I declare or change a minor? Discuss it with your advisor, fill out the electronic form "Major/Minor and Advisor Change Form," www.ndsu.edu/registrar/forms.

REGISTRATION

How do I register for courses? Students will use the "Campus Connection Student Portal" via the NDSU Home Page in which to register for classes. Students will also use this portal for the following: account information, class list for the semester, course catalog of classes, drop/adds, financial aid information, holds, schedule of classes for the semester, unofficial transcripts, and much more (www.ndsu.edu/onestop/connect).

WITHDRAWING TO ZERO CREDITS

How do I withdraw to zero credits? If you find it necessary to withdraw to zero credits during any semester in which you are enrolled, you must file a completed "Cancellation of Registration/Withdrawal to Zero Credits" form at www.ndsu.edu/registrar/forms and select the link "Withdraw to Zero Credits (cancellation or registration). Process your withdrawal at One Stop in the Memorial Union, during regular business hours, Monday through Friday. Refer to the University's official dates and deadlines, www.ndsu.edu/onestop/, for the last day to withdraw. Withdrawals after this date are not processed without evidence of compelling circumstances beyond the student's control. If you do not want to attend the next semester but are finishing the semester you are presently enrolled in, simply do not register for the next semester.

OTHER QUESTIONS

What if I think a course is of poor quality or an instructor is unfair? Talk with the instructor first. If the situation is not resolved, notify the department chair or the Senior Associate Dean (formerly the Associate Dean for Student Affairs and Faculty Development) in the College of Health Professions. This information is important if improvement is to be brought about now or in the future. Remember that even if changes cannot be made immediately, your comments are taken seriously.

What if I think a course or instructor is exceptionally good? Tell the instructor and notify the department chair and the Senior Associate Dean (formerly the Associate Dean for Student Affairs and Faculty Development) in the College of Health Professions.

What if I think I have been treated unfairly? Bring your situation to the attention of your advisor, the Department Chair, the Dean of your college, the Senior Associate Dean (formerly the Associate Dean for Student Affairs and Faculty Development) in the College of Health Professions. You may be advised to prepare a petition for relief from a bad situation or unfair decision.

Can I see the Deans? The Dean of the College of Health Professions is Dr. Charles Peterson. He is eager to meet students and is deeply concerned about the kind of education they receive, as well as problems facing students at NDSU. To set up an appointment with him, contact his assistant at 231-5383. The Dean's Office is in the Administrative Office, Sudro Hall 123.

Dr. Dan Friesner, is the Senior Associate Dean (formerly the Associate Dean for Student Affairs and Faculty Development) in the College of Health Professions. He handles all student affairs within the College of Health Professions. He also serves as the Program Director for the BHS program, and oversees curriculum and assessment activities for this major. He is concerned about students and can assist with academic and career issues. He may be reached at 231-7601, Sudro Hall 123.

WHERE TO GO FOR HELP

TOPIC/PROCEDURE:	SOURCE/CONTACT:	LOCATION:
Academic Deficiencies	<ul style="list-style-type: none"> • Advisor • Senior Associate Dean - Dr. Friesner • Office of Registration & Records www.ndsu.edu/registrar/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Sudro 123 231-7601 Ceres 110 231-7981
Academic Policies	Current NDSU Bulletin www.ndsu.edu/bulletin/	
Add or drop a course	<ul style="list-style-type: none"> • Advisor • Office of Registration & Records www.ndsu.edu/registrar/ 	Ceres 110 231-7981
Advanced Placement	<ul style="list-style-type: none"> • The individual departments • Registration & Records www.ndsu.edu/registrar/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 110 231-7981
Appeal for exception to academic regulations	Office of Registration & Records www.ndsu.edu/registrar/	Ceres 110 231-7981
Appeal a grade	Student Rights & Responsibilities refers to the Grade Appeals Board at: www.ndsu.edu/fileadmin/policy/337.pdf	Memorial Union 250, main level 231-6560
Apply for loan	<ul style="list-style-type: none"> • NDSU Financial Aid and Scholarships www.ndsu.edu/onestop/finaid/loans/ • One Stop www.ndsu.edu/onestop/finaid/loans/ 	Memorial Union 176 231-6200
Apply for scholarship	Office of Admission	Ceres 114 231-8643
Career/Job Search (Placement Program)	<ul style="list-style-type: none"> • Career and Advising Center, www.ndsu.edu/career/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 306 231-7111
Change Majors within NDSU	• Advisor	
Check content of courses	Current NDSU Bulletin & Departments www.ndsu.edu/bulletin/	
Check on a grade	<ul style="list-style-type: none"> • Campus Connection Student Portal www.ndsu.edu/onestop/connect/ • Instructor of course 	
Credit by examination (Challenging a course, PEP or CLEP tests)	<ul style="list-style-type: none"> • Office of Registration & Records www.ndsu.edu/registrar/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 110 231-7981
Disability Services	NDSU Disability Services www.ndsu.edu/disabilityservices/	Main Library, Suite 17 231-8463
Discuss academic problems	Senior Associate Dean - Dr. Friesner	Sudro 123 231-7601
Discuss personal problems	<ul style="list-style-type: none"> • Senior Associate Dean - Dr. Friesner • Counseling Center www.ndsu.edu/counseling/personal_counseling/ 	Sudro 123 231-7601 Ceres 212 231-7671
Financial Aid Information	<ul style="list-style-type: none"> • NDSU Financial Aid and Scholarships www.ndsu.edu/onestop/finaid/ • One Stop www.ndsu.edu/onestop/finaid/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Memorial Union 176 231-6200
Food Service	NDSU Dining (Residence Dining Center, Union Dining Center, West Dining Center)	Bison Court West 231-7001

TOPIC/PROCEDURE:	SOURCE/CONTACT:	LOCATION:
General Education Requirements	<ul style="list-style-type: none"> • Registration Schedule • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 110 231-7981
Grades & Honor Points	<ul style="list-style-type: none"> • Advisor • Office of Registration & Records www.ndsu.edu/registrar/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 110 231-7981
Graduation Requirements	<ul style="list-style-type: none"> • Office of Registration & Records www.ndsu.edu/registrar/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 110 231-7981
Health Service	<ul style="list-style-type: none"> • NDSU Wellness Center www.ndsu.edu/wellness/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Wallman Wellness Center, 231-5200 Student Health Service, 231-7331
Housing	<ul style="list-style-type: none"> • University Residence Life Office www.ndsu.edu/reslife/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Bison Court West 231-7557
Major Requirements	<ul style="list-style-type: none"> • Advisor • This Handbook-see Health Services Curriculum • College of Health Professions Administrative Offices • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Sudro 123 231-7601
One Stop	One-stop student service center (assistance from Customer Account Services, Registration & Records and Financial Aid and Scholarships) www.ndsu.edu/onestop/	Memorial Union 176, main level, 231-6200
Pass/Fail	<ul style="list-style-type: none"> • Advisor • Current NDSU Bulletin www.ndsu.edu/bulletin/ • Office of Registration & Records www.ndsu.edu/registrar/ 	Ceres 110 231-7981
Registration	<ul style="list-style-type: none"> • Office of Registration & Records www.ndsu.edu/registrar/ • Campus Connection Student Portal www.ndsu.edu/onestop/connect/ 	Ceres 110 231-7981
Remove an Incomplete	Instructor of course	
Residence Classification	<ul style="list-style-type: none"> • Office of Registration & Records www.ndsu.edu/registrar/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Ceres 110 231-7981
Resident Assistants & Peer Mentors	Ask at your Residence Hall Office if you don't know your RA or Peer Mentor www.ndsu.edu/reslife/	
ROTC Program - Air Force	<ul style="list-style-type: none"> • Bentson-Bunker FieldHouse www.ndsu.edu/afrotc/ 	Room 101 231-8186
ROTC Program - Army	<ul style="list-style-type: none"> • Bentson-Bunker FieldHouse www.ndsu.edu/armyrotc/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Room 103 231-7575
Student Organizations	<ul style="list-style-type: none"> • Campus Directory • College of Health Professions • Student Government www.ndsu.edu/sg/ • Student Activities Office www.ndsu.edu/studentactivities/ 	See Table of Contents Sudro 123 231-7601 Memorial Union 128 231-8460 Memorial Union 120 231-7787
Study Abroad Programs	<ul style="list-style-type: none"> • International Student and Study Abroad Services www.ndsu.edu/international/ • Current NDSU Bulletin www.ndsu.edu/bulletin/ 	Memorial Union 116 231-7895
Study Skills	Education 123 (offered each semester) School of Education www.ndsu.edu/education/	Main Office FLC 210 231-7921
Summer Study	• Current NDSU Bulletin www.ndsu.edu/bulletin/	
Transcript (official)	To request an official transcript www.ndsu.edu/registrar/records/transcripts/	

TOPIC/PROCEDURE:	SOURCE/CONTACT:	LOCATION:
Tri-College University Office	• Tri-College Downtown Campus Fargo www.tri-college.org	650 NP Ave Renaissance Hall #110 231-8170
Tutor ACE (Academic Collegiate Enhancement)	• Office of TRIO Programs www.ndsu.edu/trio/ • Learning Services/Orientation Coordinator (ACE) www.ndsu.edu/studentsuccess/about_ace/	Ceres 335 231-8028 West Dining Center room 20 (lower level) 231-5554
Tutor – Math	Math Dept. Tutors and Math Instructors www.ndsu.edu/math	Minard 408 231-8171
University Honors Program	• www.ndsu.edu/honors • Current NDSU Bulletin www.ndsu.edu/bulletin/	Main Library room 06 231-9616
University Rules & Regulations	Current NDSU Bulletin (see University Policies) www.ndsu.edu/bulletin/	
Veterans Information	Office of Registration & Records www.ndsu.edu/veterans	Ceres 211 231-7985
Withdraw to zero credits	One Stop www.ndsu.edu/onestop/	Memorial Union 176, main level
Writing Skills	• Center for Writers www.ndsu.edu/cfwriters/ • English 110/120 Instructors English Department, www.ndsu.edu/english	Main Library, lower level, 231-7927 Minard 318 231-7143

NDSU POLICIES

The BHS program adheres to all NDSU and College of Health Professions policies. Information on NDSU academic policies can be found here: <https://www.ndsu.edu/policy/>. Students are encouraged to be aware of NDSU Policies 320-348, and 600-612, as they apply directly to all students at NDSU.

COLLEGE OF HEALTH PROFESSIONS POLICIES

Information on all College of Health Professions policies can be found here: https://www.ndsu.edu/fileadmin/healthprofessions/documents/College_of_Health_Professions_Policy_Manual_5.1.2019.pdf. Students are encouraged to be aware of College of Health Professions Policies 3.01-3.15, as they apply directly to all students taking coursework or pursuing a major housed in the College of Health Professions. Some of the more pertinent College of Health Professions policies are provided below.

BHS Student Career Commitment Statement

"I understand that the healthcare career I have chosen comes with certain risks that could expose me to potential hazards to my health as a result of working in a healthcare workforce environment including but not limited to hazardous substances, dangerous equipment and supplies, mentally and physically ill patients, and possible exposure to blood and body fluids which may result in exposure to and/or contraction of an infectious disease. I fully understand these risks and accept them as a condition of being a student enrolled in a healthcare field like the BHS program. I understand that any medical expenses incurred as a result of the training portion of the BHS program especially in the healthcare workforce environment, are my responsibility. I also understand that it is my personal responsibility to practice good accident and injury prevention measures to reduce my risk of injury or illness including following all prevention and safety guidelines recommended by the College, the healthcare facility, and the Center for Disease Control."

STUDENT ACADEMIC AND CONDUCT STANDARDS POLICY 3.01

Note: Due to changes in College of Health Professions Administration, effective July 1, 2020, the positions of Senior Associate Dean and Associate Dean for Student Affairs and Faculty Development mentioned in this policy are the same individual (Dr. Dan Friesner).

Introduction

The mission of the NDSU College of Health Professions is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. The College has established professionalism and ethics as two of its core values.

Pharmacists, nurses, allied health care professionals, public health professionals, and pharmaceutical scientists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy, nursing, allied science, and public health students, the College of Health Professions has developed this student conduct policy. This policy is applicable to anyone enrolled as a student in the College, including those in the pre-professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the College. Acceptance of this policy is required as a condition of admission to the College.

Academic Standards

The academic standards of the College of Health Professions differ from those of the University. Any student who fails to meet or exceed the University standards may be placed on University probation or suspension (see the current NDSU Bulletin for university information on academic deficiencies).

Semester Grade Point Average (All Students): To be in good academic standing within the College, all undergraduate and professional students shall maintain a semester grade point average of 2.00 or above for each semester enrolled in the College of Health Professions. All graduate students are expected to maintain a

3.0 grade point average as well as any other academic policies outlined by the graduate school.

Any student who fails to attain a semester GPA of 2.0 or above may be placed on College probation. Students who have been placed on academic probation for two (2) consecutive or three (3) non-consecutive semesters shall be suspended from enrollment in the College. After two suspensions, students will be terminated from the College. (Termination from the College does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

A student who is suspended and desires readmission into the College must file a request for re-admittance with the Senior Associate Dean at least 60 days prior to the beginning of the semester in which readmission is sought. In addition, professional students must seek readmission to the professional programs in Pharmacy, Nursing, Allied Sciences, and Public Health through the Admissions Committee of their respective program.

Minimum Grade Requirement (Professional Students): To be in good academic standing within the College, all students enrolled in the professional programs of the College must complete all required courses within the College with a grade of "C" or above. Students are encouraged to refer to program-specific policies related to minimum grade requirements which can be found in the College Policy Manual at www.ndsu.edu/healthprofessions/college_information /policy_manual/. Graduate students are expected to uphold policies and procedures consistent with the graduate school and to maintain a 3.0 grade point average.

Students Enrolled in College Affiliated Educational Training Programs (Professional Students): To be in good academic standing within the College, all students enrolled in College affiliated internships, clinical, or experiential training programs are also required to uphold the academic standards of that affiliate and will be subject to the terms of probation, suspension, and termination of the affiliated program. Students failing to meet affiliated program academic standards may also lead to termination from the College.

Conduct Standards

High standards of professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the College, professional program, or profession in a positive, professional manner. Students conducting clinical experiences, rotations, and/or internships must also uphold the specific policies of their clinical site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are unacceptable. If there is doubt about whether or not academic or professional conduct is appropriate, individuals should query the Dean's Office.

Examples of unprofessional conduct include, but are not limited to, the following:

Academic Misconduct:

1. Cheating, includes but is not limited to, the following:
 - a. The receipt, possession, or use of any material or assistance not authorized by the instructor in the preparation of papers, reports, examinations, or any class assignments to be submitted for credit as part of a course or to be submitted to fulfill College requirements.
 - b. Arranging to have others take examinations or complete assignments (i.e., papers, reports, laboratory data, or products) for oneself, unauthorized collaborating with another student on individual assignments, or doing academic work for another student.
 - c. Stealing or otherwise improperly obtaining, unauthorized copies of an examination or assignment before or after its administration, and/or passing it onto other students.
 - d. Copying, in part or in whole, exams or assignments that will be kept by the instructor and are handed out in class only for review purposes.
 - e. Knowingly submitting a paper, report, presentation, examination, or any class assignment that has been altered or corrected, in part or in whole, for reevaluation or re-grading, without the instructor's permission.
 - f. Misrepresenting your attendance or the attendance of others in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect.
 - g. Plagiarism: Submitting work that is, in part or in whole, not entirely the student's own, without attributing such portions to their correct sources. Unauthorized collaboration with another student and

- representing it as one's own individual work is also considered plagiarism. Ignorance is NOT an excuse.
- h. Fabrication: falsifying data in scientific/clinical research, papers, and reports.
 - i. Aiding or abetting dishonesty: Knowingly giving assistance not authorized by the instructor to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products.
 2. Utilization of a false/misleading illness or family emergency to gain extension and/or exemption on assignments and tests.
 3. Violation of any IRB and/or University research processes.

Professional Misconduct

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of any code of ethics of the profession in which the student is enrolled.
3. Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
4. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival, and/or cancelled classes.
5. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
6. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
7. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Health Professions.
8. Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.
9. Falsifying applications, forms, documents, reports, or records of any kind or providing false information to the University personnel prior to admission to the College, or while an active member of the College's academic programs.
10. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University.
11. Violation of patient respect and confidentiality in any practice/learning setting.
12. Theft, damaging, defacing, or unauthorized use of any property of the College, University, or training sites.
13. Computer Usage that violates NDSU/NDUS and/or clinical sites acceptable use policies.
14. Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.
15. Harassment, threats of violence, intent to do harm (NDSU, NDUS)
16. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
17. Intoxication, abuse, possession, use, and/or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice/learning setting, or when representing the College.
18. Any violation and/or conviction of any federal, state, or municipal law as well as a University rule or rule at a professional experience site.
19. DUI & DWI (driving under the influence or driving while intoxicated) is considered by the College as improper behavior, and any individual violating this law is required to undergo an alcohol/drug evaluation.

Reporting Process

Academic Misconduct

1. Students are required to report any academic misconduct to the Senior Associate Dean within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs. Graduate students must also report to the Department Chair of the graduate program.
2. The course instructor who suspects that academic misconduct has occurred in their course or other instructional context has an initial responsibility to: a) inform the student(s) involved of his/her suspicion and the suspicion's grounds; b) allow a fair opportunity for the student to respond; and c) make a fair and reasonable judgment as to whether any academic misconduct occurred.
3. The course instructor will report academic misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the academic misconduct to the Senior Associate Dean.

Professional Misconduct

1. Students are required to report any professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs.
2. Faculty members are required to report unprofessional conduct within the classroom setting. Similarly, other College personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.
3. The faculty member/College personnel will report professional misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the discovery of the misconduct.
5. If a faculty member is aware that a student has violated the Conduct Policy outside of the classroom, he/she should remind the student of the policy and direct the student to self-report any professional misconduct violations to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence.

Disciplinary Sanctions

Academic Misconduct

1. The course instructor is responsible for determining the sanction for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.
2. The course instructor will inform the student of the sanction in writing by completing the Student Academic Misconduct Tracking Form as per University Policy 335 and submitting it to the student and the Department Chair.
3. The Department Chair will submit a copy of the form to the Senior Associate Dean.
4. The Senior Associate Dean will submit the form to the Registrar and Provost/VPAA in accordance with University Policy 335. In the case of graduate student academic misconduct, the Dean of the College of Graduate & Interdisciplinary Studies must also receive a copy of the completed Student Academic Misconduct Tracking form.
5. A copy of the Student Academic Misconduct Tracking Form will be placed in the student's academic file.

Professional Misconduct

1. Professional misconduct issues may be more likely to happen outside of the classroom and have broader implications for the well-being of students, faculty, and staff in the College. Hence, the Associate Dean for Student Affairs and Faculty Development has the initial and primary responsibility for administering and enforcing professional misconduct issues.
2. The Associate Dean for Student Affairs and Faculty Development will work collaboratively with the Department Chair (and where appropriate, individual instructors) to resolve professional misconduct issues.

Department and College Related Sanctions

Additional academic and/or professional disciplinary sanctions for the department/program may be assigned by the Department Chair depending upon the circumstances and nature of the misconduct. The Department Administrator will notify the student in writing of the sanction and rights to due process and forward a copy to the Senior Associate Dean &/or the Associate Dean for Student Affairs and Faculty Development.

The Senior Associate Dean may impose additional disciplinary sanctions for the **College** and will notify the student in writing and the Dean of the College of Graduate and Interdisciplinary Studies (if a graduate student involved). Disciplinary action for academic and professional misconduct will depend based upon the seriousness of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

1. Probation.
2. Supervised probation.
3. Suspension from the College.
4. Termination from the College. (Termination from the College of Health Professions does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

In cases of particularly egregious or multiple instances of academic/professional misconduct, the Dean of the College may also recommend expulsion from the university.

Student's Right to Appeal

Students sanctioned for violations of the College Student Academic and Conduct Standards Policy have the right to appeal. Student appeals must follow the appeal procedure outlined below. Graduate student appeals of sanctions involving academic misconduct must be filed in accordance with the Graduate Student Appeals policy described in the NDSU Graduate Bulletin.

BHS Student Appeals Procedure

1. If the student chooses to appeal a course instructor's sanction, it must be pursued in the following sequence: course instructor, Department Chair, Associate Dean for Student Affairs and Faculty Development or Senior Associate Dean, and Dean.
2. Department and College related sanctions for professional misconduct may be appealed to the Associate Dean for Student Affairs and Faculty Development and the College Student Affairs Committee. Department and College related sanctions for academic misconduct may be appealed to the Senior Associate Dean and the College Academic Affairs Committee. Final appeals may be made to the Dean of the College of Health Professions.
3. In cases of sanctions involving suspension or termination from the College of Health Professions, the appeal will follow the process outlined in University Policy 335: Code of Academic Responsibility and Conduct.
4. An appeal for any sanction must be made in writing within 15 business days of the sanction letter. The date of the letter shall be the date the letter is postmarked. If hand-delivered, a notation of that date will be made in the student's file.
5. Appeal letters must specify in detail one or more of the following bases of appeal:
 - a. the sanction was too severe for the offense;
 - b. the decision for non-action/action/sanction was made in an arbitrary or capricious manner;
 - c. the finding of the Student Academic and Conduct Standards Policy having been violated was not substantiated by evidence, and/or
 - d. the student's/student organization's rights were violated (specify those rights believed to have been violated).

Appeal Review Process (Pre-professional and Professional Students)

1. Appeals made to the Senior Associate Dean or Associate Dean for Student Affairs and Faculty Development will be reviewed by the Academic Affairs Committee or Student Affairs Committee of the College depending upon the conduct violation in question.
2. The Academic Affairs/Student Affairs Committee will review the written letter of appeal from the student/organization and the materials from the original adjudication process. After reviewing these materials, the committee may decide to do one of the following:
 - a. issue a decision based solely on the written materials;
 - b. issue a decision based on a review of written materials and discussion with the involved principals;
 - c. recall one or more witnesses;
 - d. refer the decision to the full faculty for action;
 - e. return the case for reconsideration of the decision and/or sanctions.
3. The Academic Affairs/Student Affairs Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed by other persons or bodies.
4. The decision of the committee will generally be issued within 15 working days of the receipt of the appeal letter, but may take longer during University recesses, or in the event of complex cases.
5. The Registrar will be advised of the results of the appeal.

Unresolved Appeals

After the College appeals process has been completed, if the student/organization is not satisfied with the appeal decision, the student/organization has the right to appeal the decision to the Provost. The Provost will make the final decision on any appeals.

Incomplete Disciplinary Process

Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or program of study offered by the College of Health Professions. In such cases, the College reserves the right to place a hold on a student's graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.

Annual Pledge, FERPA Notification, and Signature

I have read and understand the above policy. I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Health Professions. I understand that possible violations of this policy and sanctions imposed, as well as information used to substantiate violations (including, but not limited to, criminal background checks and drug screens), may be shared with College affiliated educational training programs, clinical sites at which I may complete program-specific experiential requirements, licensing and/or certification boards relevant to my program of study, clinical sites at which I work for non-academic reasons (i.e., for pay or to volunteer), and other faculty, staff or administrators within the College of Health Professions and North Dakota State University who have a legitimate interest in my education. I understand that I have the right to revoke the College of Health Professions' ability to share this information at any time. Should I revoke the ability of the College of Health Professions to share relevant information with the aforementioned parties, I also understand that I am immediately ineligible to complete a degree offered within the College of Health Professions, and I voluntarily (and immediately) withdraw from my major or program of study within the College. I understand that withdrawing from a major or program of study within the College of Health Professions does not prevent me from pursuing another major at North Dakota State University. I am also aware of and assume responsibility for following other College and Department policies as stated in my major or program of study's student handbook.

TERMINATION – RIGHT TO TERMINATE ENROLLMENT POLICY 3.03

The College of Health Professions reserves the right to terminate the enrollment of any student at any time, if the student demonstrates that he or she is unsuited for a professional career and its inherent responsibilities and obligations. Circumstances that may lead to student termination will include, but not be limited to, violation of state or federal statutes or regulations.

STATUS DOCUMENTATION POLICY 3.06

Upon acceptance to a professional program housed in the College of Health Professions, students may be required to submit documentation of health status. Programs will define their own documentation requirements and include those requirements in their program handbook(s). Examples of documentation may include, but are not limited to:

- Record of immunizations or other immunity for influenza, measles, mumps, rubella, varicella, poliomyelitis, tetanus, diphtheria, hepatitis B • Results of tuberculin testing
- Physical examination by the student's health care provider (MD, DO, NP) within one year
- Allergies
- Health problems that may be of significance in clinical practice
- Permission to release information to clinical agencies
- Affirmation of veracity of the record

Health status documentation to be completed by the student and his/her health care provider will be provided to the student. Documentation must be submitted to the student's professional program designee as indicated in student's program handbook. If required by the professional program, tuberculin testing must be done annually and the report submitted to the appropriate department. The expense of the physical examination and any needed immunizations is the student's responsibility.

HEALTH INSURANCE POLICY 3.07

Upon admission to the professional program students in the College of Health Professions are required to have adequate health insurance coverage in case they require health care or hospitalization while they are enrolled. The College does not provide coverage for students while they are in clinical experiences, and students are not covered by the agency's workers' compensation. Insurance company and policy number will be provided by the student to the secretary in the department in which the student is enrolled before any experience in the clinical areas. Insurance may be obtained through the University or a company selected by the applicant.

CRIMINAL BACKGROUND CHECKS POLICY 3.08

NDSU (and the College of Health Professions) reserves the right to refuse admission or re-enrollment or to place conditions on admission or re-enrollment of applicants and former students, and suspend or terminate the enrollment of students, who NDSU and/or the College of Health Professions determine represent a safety risk to NDSU or the College, students, employees, property, or affiliated teaching sites and their employees and patients. An individual who is disqualified from having patient contact based on a background check may be unable to meet program requirements and/or to complete their intended degree. The State regulatory boards may deny licensure to an individual with a criminal background. All students will be required to complete a criminal background check as determined by their discipline. Students may be required to obtain two background checks (a multi-state and an FBI check) at multiple points in their educational program. Students who do not comply with the background checks, release of information, and the required deadlines for procuring background checks will be prevented from registering for and/or attending classes and/or professional program application(s).

PROFESSIONAL DRESS POLICY 3.09

Professionalism is a core value of our program. Students are to dress appropriately during the laboratory and experiential components of the professional program in order to promote and maintain a positive professional image. In addition, appropriate professional clothing is to be worn when representing the College at professional out-reach activities. Violations of the College or departmental dress code may result in sanctions. Students should refer to their respective department or affiliated clinical/experiential dress code policy for further details.

STUDENT TECHNICAL STANDARDS POLICY 3.10

The North Dakota State University College of Health Professions' (NDSU CHP) mission is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. As a corollary to this mission, the NDSU CHP seeks to train students who have the ability, interest and work ethic necessary to be eligible for licensure and/or certification and to embark upon a successful career as a health care professional. Thus, all professional programs offered by the NDSU CHP require students to undertake the full set of activities that are necessary to complete their program(s) of study.

The goal of every licensed and/or certified health professional is to provide safe and effective care to patients. In order to provide that care, individuals must demonstrate the physical, cognitive and social skills necessary to learn, practice and master each of the competencies of one's profession. Failure to demonstrate these competencies not only endangers the patients under the provider's care, but also impacts the ability of other health care professionals to provide safe and effective patient care.

To that end, the NDSU CHP has established the following technical standards as minimal guidelines regarding the competencies necessary to complete a professional program in the NDSU CHP. For simplicity, these competencies are organized into three general categories: physical, cognitive and social.

Physical Competencies

1. Students must demonstrate sufficient motor skill capacities to evaluate and execute medication orders, use diagnostic equipment specific to the discipline, undertake physical assessments of patients and effectively deliver therapies commensurate with the discipline.
2. Students must demonstrate sufficient physical stamina to productively contribute to a practice or classroom setting over a standard length of time. As an example, students on clinical rotations should demonstrate the physical stamina to keep up with their peers and supervisors as they perform patient care activities over the course of a typical shift.
3. Students must demonstrate the physical capacity to observe their surroundings and environment (in both the classroom and in the practice setting) using visual, auditory and somatic senses.

Cognitive Competencies

1. Students must demonstrate the innate ability to collect, comprehend, and interpret information from their physical surroundings. That is, a student must demonstrate not only the physical ability to interact with a patient, a peer, a teacher or other environmental stimuli, but must also demonstrate the cognitive ability to process the interaction and develop an appropriate response. As a practical example, a health care professional must not only demonstrate

the physical faculties to communicate with a patient, but also the mental capacity to understand the patient's needs and formulate an appropriate response.

2. Students must consistently demonstrate the ability to think analytically and critically. Students must be able to use these skills (both independently and as part of a team of professionals) to solve practical patient care problems. Students must be able to think critically and analytically in an efficient and timely manner, and under stressful conditions. It is important to stress that this competency is as much a function of practice as it is a function of innate cognitive ability (item 1).

3. Students must demonstrate the ability to adapt to new information, situations, problems and environments. Students must demonstrate the ability to incorporate those new stimuli into their decision making processes and respond in an appropriate fashion. As an example, students must demonstrate the ability to incorporate new concepts, patient care standards and past academic and/or work experience into their current and future patient care activities.

Social Competencies

1. Students must demonstrate the ability to adhere to the regulatory and institutional constraints imposed by the discipline, most notably by the law and the licensing board of the discipline in question.

2. Students must demonstrate the ability to act in an ethical and professional manner commensurate with the standards of the discipline. It is important to note that, while laws and regulations are themselves ethical and moral guidelines, they are minimalist in nature. Acting in a truly ethical and professional manner may require holding oneself to stricter standards of behavior than what is required by regulatory and institutional constraints. It also requires a high degree of maturity and emotional stability.

3. Students must demonstrate the ability to observe, understand and show compassion for patients.

4. Students must demonstrate effective interpersonal communication skills, including verbal, nonverbal and written communication skills. Students must demonstrate sufficient fluency (verbally, nonverbally and written skills) in the native language where the instruction takes place.

5. Students must demonstrate cultural sensitivity, and understand the ideologies, socio-cultural and political characteristics which frame the lives and daily activities of their peers, co-workers and/or patients.

Reasonable Accommodations under the Americans with Disabilities Act (ADA)

The College strongly encourages any student who suspects that he or she may have a disability to contact the NDSU Office of Disability Services for guidance concerning the steps that are necessary to document and verify the nature and extent of the disability. Consistent with NDSU, state and Federal policies, students with documented evidence of disabilities have every right to request reasonable accommodations of instructors (defined in the broadest sense to include faculty, preceptors, administrators and supervisors), and instructors are required to accommodate reasonable requests. However, such requests are not reasonable if they disrupt, are detrimental to and/or endanger patients, students, co-workers and/or instructors. As such, students who, after reasonable accommodations are made, do not consistently demonstrate the competencies identified above are ineligible for admission or progression in the NDSU CHP' professional programs.

Additional Technical Standards

Specific professional programs housed in the NDSU CHP (and the departments sponsoring those programs) may choose to add additional competencies not specifically identified in this policy. Successful demonstration (with or without reasonable accommodations) of program specific technical standards is also required for admission and progression within the specific professional program. Students should make every effort to obtain and understand these additional competencies from the academic administrator for that program (i.e., a chair and/or associate dean).

Failing to Meet, Reporting and Adjudicating Technical Competencies

Students who consistently fail to demonstrate the competencies identified above are ineligible for admission or progression in the NDSU CHP professional programs. Students who are admitted to a professional program and who realize (either through their own efforts or as demonstrated by a licensing board, a preceptor or a faculty member in the student's program) that they do not (or no longer) consistently demonstrate the requisite technical competencies to be eligible for licensure have an ethical obligation to self-report that information to the CHP administration (i.e., the appropriate department chair, the Associate Dean for Nursing, the Senior Associate Dean, and/or the Associate Dean for Student Affairs and Faculty Development). Moreover, once realized (own awareness or as reported to them by a licensing board, faculty, or preceptor), a failure to self-report a consistent lack of technical competencies represents a violation of the Student Conduct Policy (College Policy Manual, Policy 3.01). Once self-reporting occurs, these administrators will work with the student to identify reasonable accommodations. If

reasonable accommodations are not available, these administrators will assist the student as he or she transitions out of the professional program. This transition will occur in a manner generally consistent with the timelines established in the Student Conduct Policy (College Policy Manual, Policy 3.01).

SUBSTANCE MISUSE TESTING POLICY 3.14

The NDSU College of Health Professions is committed to ensuring safe, healthy learning environments, including both didactic and experiential learning environments, for all of its students. The use of illicit drugs, as well as the overt misuse of alcohol and/or legally prescribed medications (including, but not limited to, mood altering medications) compromise learning environments and are prohibited under College Policy 3.01: Student Conduct Policy and University Policy 155. It is beneficial for all College of Health Professions stakeholders (including its students, faculty, staff, clinical partners, and the patients and families we serve) to establish a testing policy process to ensure the safety and health of these learning environments, as well as to ensure an equitable due process for students who are alleged to partake in substance misuse.

Basis for Testing

The College of Health Professions reserves the right to require any student enrolled in one of its programs and/or enrolled in any course housed within the College to undergo testing for substance misuse. All testing is coordinated and monitored through the Office of the Senior Associate Dean. All testing must be direct observation, 10 panel (or higher) tests, and must be conducted at a WADA-accredited or SAMHSA-certified laboratory. Per College Policy 3.12: Student File Contents, all test results shall be maintained in a secure location in the Office of the Senior Associate Dean, and may be included in the Student's Personal File. The default method of analysis will be urinalysis, although the Senior Associate Dean reserves the right to require alternative methods of analysis (for example, blood analysis or hair analysis) where appropriate. Alternative methods (if required) will be disclosed in writing when notifying the student about the need to be tested.

Nonrandom Testing

Nonrandom testing for substance misuse may occur as a requirement for entry into clinical sites (per site policies or program-specific experiential education policies), or to fulfill the requirements of sanctions imposed under College Policy 3.01: Student Conduct Policy.

Reasonable Suspicion Testing

Incidents or events involving suspected substance misuse by students shall be reported to the Senior Associate Dean using the Reasonable Suspicion Reporting Form. Reasonable suspicion shall be determined using objective evidence (photos, legal documents, or other documentation), reports made by credible sources (law enforcement, clinical site staff, NDSU faculty and staff, etc.), or a combination of these sources. Because it is a violation of University Policy 155 and College Policy 3.01: Student Conduct Policy to misuse alcohol or prescription medications, or to use illicit drugs, and testing may exonerate the student of an alleged policy violation should the allegation be made falsely, the Senior Associate Dean may exercise discretion in determining what evidence is of sufficient credibility to require testing. A descriptive summary of the evidence will be provided to the student at the time the student is informed of the need to submit to testing.

Random Testing

The College of Health Professions may implement a random substance misuse testing program. Should a random substance misuse testing program be implemented, the parameters of the program must be made freely available on the College of Health Profession's website, and students must be provided notice of the policy at least 6 months prior to its implementation. No more than 5 percent of the active College of Health Professions student body may be randomly selected for testing in any academic semester. No student will be randomly identified for testing more than once in a single academic year. The random selection of students will be implemented using a computer generated random number generating process, with interval (or other non-weighted) sampling. A summary of that selection process shall be provided to the Dean of the College of Health Professions on an annual basis.

Testing Process

Students who are required to undergo testing will be notified in writing via NDSU email. Upon receiving a request for testing, students are responsible for providing a 10 (or larger) panel, direct observation, drug screen from a reputable, appropriated licensed vendor within 12 business hours of the date and time of the request. The student identified for testing is solely responsible for obtaining his/her own appointment for testing, his/her transportation to

the appointment, and paying the costs of these tests. An original copy of the test results must be delivered to the Office of the Senior Associate Dean at the end of the 12 business hour window. Test results that show evidence of a diluted sample will not be accepted and will not result in additional time in which to submit test results.

Ramifications for Positive Test Results or Failure to Test in a Timely Manner

Students whose test results are positive are subject to sanctions outlined in College Policy 3.01: Student Conduct Policy. Once sanctions are assigned, a student's rights of due process are also outlined in College Policy 3.01: Student Conduct Policy.

Students who fail to submit an original copy of their test results within the 12 business hour window face additional sanctions under College Policy 3.01: Student Conduct Policy. More specifically, students who fail to provide the required test results within the 12 business hour window will be sanctioned under the presumption that the test results for the substance misuse in question are positive.

Testing Alternatives

Students whose religious, cultural or other practices prohibit them from undergoing a specific type of drug test may request that the Senior Associate Dean require an alternative test, so long as the alternative test is of equal or greater accuracy and precision than the original test required by the Senior Associate Dean. All parameters identified previously apply to the alternative test. In the event that no such test exists, or in the event that students are unable to justify the need for an alternative test, students may be found in violation of College Policy 3.11: Student Technical Standards.

BHS OPERATING PROCEDURES

The Bachelor of Science in Health Services (BHS) program also utilizes a number of operating procedures to ensure compliance with NDSU and College of Health Professions policies, as well as to ensure a high-quality educational experience for its students.

The BHS program began accepting students in the fall 2019 semester. As a new program, the parameters governing the program's operations will evolve as the program matures. What follows are a complete set of operating procedures, as they exist at the time this handbook was published. Some of these procedures are unique to the BHS program. Other procedures are drawn from the policies of other academic programs housed in the College of Health Professions.

Living Document Provision

Over time, operating procedures may be approved as policy, new operating procedures may be created, and existing policies may be modified as required by the needs of the program's students, faculty, staff, and external stakeholders. The BHS Program Director and BHS faculty reserve the right to modify any of its policies and operating procedures in any fashion (subject to NDSU and College of Health Professions policies) and at any time. Any changes to policies and procedures apply to current and prospective students. Changes to operating procedures will take effect immediately. Consistent with College Policy 3.15, changes to policy will take effect 30 days or the start of the semester following approval, whichever is longer. Any changes to BHS policies or procedures will be added to this document, and a revised version of the BHS Handbook will be posted on the College of Health Professions' website on (at least) an annual basis.

PROCEDURE AND POLICY FORMATION 1.01

Note: The creation of the Advisory Board is an ongoing process that will be completed during the 2020-2021 academic year.

The BHS Program Director has full discretion to modify BHS operating procedures at any time.

The BHS Program shall create an Advisory Committee with no less than five members. At a minimum the committee shall consist of the BHS Program Director (who shall serve as Committee Chair), the College of Health Professions Senior Associate Dean (if a different individual than the BHS Program Director), core BHS faculty, the BHS professional advisor, and at least one external stakeholder. If not already represented in the above groups, the advisory committee shall include one representative from the College of Human Sciences and Education and one representative from the College of Science and Mathematics, who will be appointed by the BHS Program Director and in consultation with that representative's Department Chair/Head and Dean. Core BHS faculty consist of those individuals with faculty status who have taught CHP 300, CHP 301, CHP 391, and CHP 489, as well as the course coordinator for the CHP 400 course (or her/his designee), during the most recent two academic years. The BHS Program Director may (at her/his discretion) designate additional core faculty if, during the past two academic years, the faculty member has taught a course whose enrollment is disproportionately comprised of BHS majors. External stakeholders may not be NDSU employees, and preference is given to non-NDSU employees who have served as mentors/preceptors for BHS students completing their experiential/internship/research requirements. All Advisory Committee members shall serve two-year terms, renewable indefinitely, subject to the faculty's commitment to teach a required, upper-division BHS course during the upcoming term of service.

The role of the Advisory Board is to develop and approve bylaws and policies governing the BHS program. More specifically, and consistent with College of Health Professions Policy 1.01, the responsibilities of the Advisory Committee include adopting policies and/or bylaws governing BHS admission requirements; developing, evaluating, and implementing the BHS program; and determining requirements for graduation with a BHS degree. All Advisory Committee members have full voting privileges, and all meetings shall be conducted using Robert's Rules of Order. The Committee shall meet at least once per academic semester. For the Committee to conduct its affairs, a quorum of Advisory Committee members must attend the meeting. A quorum will be defined as 50 percent of voting members. All Advisory Committee decisions will be made via majority vote.

PROGRAM-LEVEL LEARNING OUTCOMES & ASSESSMENT 1.02

Program Overview

The Bachelor of Sciences in Health Services (BHS) is a degree offered by the College of Health Professions that includes a mix of academic and technical training to meet the needs of regional health care employers. The degree is designed to provide an efficient, flexible, and technically relevant path to a four-year degree, which allows students to pursue entry-level employment in a health care setting and/or prepare for graduate/advanced professional-level training programs. Individuals who hold an associate degree, technical degree, or professional certification, and who currently work in a health care setting will also find the program to be a flexible degree completion program that facilitates career advancement.

Program Learning Outcomes

BHS students will:

1. Demonstrate an understanding of the various career occupations, professions, or careers available to them by completing the BSHS degree, and subsequently identify a specific occupation, profession, or career to pursue after completing the degree.
2. Demonstrate the ability to integrate and apply the knowledge gained in the natural, social, physical, biological and chemical sciences to provide patient care, provide health services, and advance public health within the context of the student's chosen occupation, profession, or career.
3. Acquire proficiency in the technical and vocational knowledge, skills, and abilities necessary to practice the student's chosen occupation, profession, or career.
4. Utilize previous coursework, principles of logical reasoning, an entrepreneurial mindset, and the professional/academic literatures to analyze and solve problems of interest to the profession.
5. Demonstrate an ability to educate patients, peers and other stakeholders on issues relevant to the student's chosen occupation, profession, or career.
6. Demonstrate an ability to advocate effectively for that enhance patient, provider, or an organization's well-being.
7. Communicate effectively using verbal, non-verbal, and written means to audiences within and external to the profession.
8. Collaborate as a member of a team. At a minimum, the student will demonstrate principles of leadership, initiative, engagement, accountability, and shared values to meet the team and/or unit's objectives.
9. Exhibit behaviors that are consistent with ethical expectations of the profession.

Assessment Plan

The BHS Advisory Committee is responsible for the BHS Program's assessment. Starting in 2021, and annually thereafter, the Advisory Committee will assess 3 program-level learning outcomes per year, allowing for a full assessment of all BHS program-level learning outcomes every three years. Information used to assess the BHS Program will come from 5 sources: 1) Standard NDSU OIRA reports for academic programs; 2) Assessment information provided by the chair of the General Education Committee; 3) Information provided by select faculty who teach and/or coordinate courses not explicitly required for the BHS, but commonly completed by BHS students; 4) Information provided by College of Health Professions faculty whose courses are unique requirements of the BHS program; and 5) Information compiled by the BHS Program Director and provided by the preceptors of students completing their research, clinical, or internship requirements. Item 1 will be provided by OIRA to the Program Director and the BHS Advisory Committee as requested, but at least once every program review cycle, and typically once per year. Items 2 and 3 will be informational in nature, and the provision of information is voluntary on the part of these individuals. Items 4 and 5 will be provided by BHS faculty and staff. Information will consist of 1-2 page reports covering assessment of student learning for the 3 program-level learning outcomes to be assessed that year. The BHS Advisory Committee will use this information to assess the strengths, weakness, opportunities, and challenges associated with the BHS Program and its ability to meet its program-level outcomes. Recommendations for continuous program improvement will also be provided. The BHS Program Director shall use this information to complete a report to satisfy NDSU Program Review requirements, which occurs every 7 years

PREREQUISITES FOR BHS COURSES PROCEDURE 1.03

(Adapted from School of Pharmacy Policy 3.23)

Prerequisites for all courses taught in the BHS curriculum are to be established by the faculty and any changes made in prerequisites for BHS program must be approved by the faculty.

All prerequisite course work in the BHS program, whether offered from within or without the College of Health Professions, must be completed with a minimum grade of C in order for the student to progress.

It is the responsibility of individual course instructors to check and enforce their own course prerequisites.

CURRENT COMPETENCY IN COURSEWORK PROCEDURE 1.04

(Adapted from School of Pharmacy Policy 2.28)

At the time a student declares a BHS major, the Program Director (or her/his designee) shall evaluate the student's transcript. Coursework presented in these areas that is older than seven years must demonstrate current competency in that subject matter. Current competency may be demonstrated by:

1. Retaking a portion of the series in question, i.e. 122 of 121/122 Chem series;
2. Enrolling in a formal audit that is indicated on a student's official transcript;
3. Challenging coursework through the department in question; or
4. Meeting with faculty in the areas of study and having them determine current competency.

Students who intend to meet current competency requirements using item 3 or 4 must receive approval from the BHS Program Director prior to undertaking the current competency.

DEFINITION OF A PROFESSIONAL STUDENT PROCEDURE 1.05

A student is considered a "professional student" in the College of Health Professions with regard to the application and enforcement of policy and procedure at the time the student declares the BHS as a major.

Students who declare the BHS as their only major are **not** deemed "professional students" for tuition and financial aid purposes. Students who declare the BHS as their only major are **not** assessed professional program tuition, but instead are assessed standard ungraduated tuition rates. Financial aid eligibility (or the lack thereof) is determined analogously to that of students pursuing other, traditional (i.e., non-professional) undergraduate majors and programs.

MINIMUM GRADE REQUIREMENT FOR BHS COURSEWORK PROCEDURE 1.06

(Adapted from School of Pharmacy Policy 3.21)

A grade of C or better is required in **all** required courses in the BHS curricula (courses listed by name or number).

The College does not permit any course required with name and number to be taken pass/fail, with the exception of labs offered only this way. Course work utilized for NDUS general education credits must be taken for a letter grade.

ACADEMIC REMEDIATION OF BHS COURSES PROCEDURE 1.07

(Adapted from School of Pharmacy Policy 3.20)

BHS students failing to achieve a minimum grade of "C" in a graded course or "P" in a pass/fail course may be offered remediation at the discretion of the course instructor(s) to. Remediation is a privilege and should only be offered to students with regular course attendance and participation. Remediation is defined as any change in grade based on the established grading criteria and process that applies to all students.

Remediation will be tailored to the individual student and may include, but is not limited to, one or more of the following in conjunction with academic advising: re-examination, additional course work, independent study, and campus tutoring. If remediation is offered, it is the responsibility of the instructor to ensure the student demonstrates competence in the course material.

If a student does not successfully complete a course (i.e. grade less than a C), and remediation is not offered, the student may repeat the course.

Once a student declares the BHS as a major, students are limited to a total number of four (4) course failures and/or course remediation. A fifth occurrence of receiving a grade less than a C or course remediation, whether didactic or experiential, will result in termination from the program. Courses completed prior to declaring the BHS as a major do not count towards the total number of course failures and/or course remediation.

Appeals of this policy may be submitted in writing to the BHS Program Director, who may grant exceptions due to extenuating circumstances.

ACADEMIC PLAN OF STUDY PROCEDURE 1.08

The purpose of the BHS is to provide an efficient, flexible, and technically relevant path to a four-year degree, which allows students to pursue entry-level employment in a health care setting and/or prepare for graduate/advanced professional-level training programs. The BHS program has broad requirements, and allows students tremendous flexibility to tailor their plan of study to meet their unique career interests. The BHS is not a general degree completion plan. It requires students to intentionally design their plan of study proactively, for the BHS to ensure a coherent, meaningful educational experience.

Students pursuing the BHS must submit an academic plan to their professional advisor and the BHS Program Director at the time they declare the major. Students who declare the major before they complete CHP 190 automatically meet this requirement as a part of the course's requirement. Students who declare the BHS major after completing CHP 190 must submit the academic plan to their professional advisor and the BHS Program Director by the end of the semester in which the student declared the major. Failure to do so automatically leads to the student being declared ineligible to complete the major, and terminated from the BHS program.

Students may change their approved plan by making a request (preferably in writing, or through the student's professional advisor) to the BHS Program Director. Deviations from the academic plan must be approved by the BHS Program Director prior to deviating from the academic plan. If the student fails to submit the request, any completed coursework not identified in the original academic plan may not count towards BHS requirements.

The student must submit a final academic plan of study to the BHS Program Director during the student's final semester of study for approval. Once approved by the BHS Program Director, the student may graduate with the BHS, so long as they successfully complete all requirements outlined in the plan. Students completing CHP 489 will automatically meet this requirement as a part of the course's requirement.

CLINICAL, RESEARCH, OR INTERNSHIP EXPERIENCE CREDITS PROCEDURE 1.09

Students pursuing the BHS must complete at least 15 credits of clinical, research, or internship experiences. Students must not be paid for completing these experiences. At least 6 credits must be taken at the 100 or 200-level.

The goal of the 15 clinical, research, or internship credits is for students to integrate their academic training with practical, hands-on training in a setting that directly translates to the student's post-graduation career plans.

All BHS students who wish to complete these credits must have their clinical, research, or internship credits, and the setting in which they complete these credits, approved by the BHS Program Director prior to the start of the semester in which those credits are completed.

Students who have earned clinical, research, or internship credits prior to declaring the BHS, and who wish to count some or all of these credits to the 15 credits of clinical, research, or internship experience requirement must provide a written appeal to the BHS Program Director. The written appeal must provide a compelling justification for how those credits directly translates to the student's post-graduation career plans. The decision to approve or deny the appeal rests solely with the BHS Program Director. If the approval is denied, those credits earned may count towards other, more general BHS degree requirements. Students are strongly encouraged (but not required) to complete more than 15 credits of clinical, research, or internship experiences as a part of their general BHS degree requirements.

Because the nature of the 15 credits of clinical, research, or internship experiences are student-specific, the student bears ultimate responsibility for identifying sites in which to complete their experiences, and gaining approval for these experiences to count toward BHS requirements. The BHS program will maintain a non-exhaustive list of possible opportunities that will count towards this requirement.

Once a student identifies a clinical, research, or internship opportunity, and the BHS Program Director approves the experience, the BHS Program Director will issue a course permit for the student to enroll in CHP 296 or CHP 496. These courses are the default courses to satisfy the 15 credits of clinical, research, or internship experience requirement. Other course prefixes and numbers may be approved by the BHS Program Director as appropriate. The specific course number (i.e., 296 or 496), and the number of credits assigned to each experience, will be determined by the BHS Program Director in consultation with the supervisor at the research, internship or experiential site, and in accordance with NDSU guidelines. In general, students should expect to spend 40-45 hours on experiential activities during the semester to earn 1 academic credit.

EXPERIENTIAL LEARNING OUTCOMES AND EVALUATION PROCEDURE 1.10

The BHS Program has identified specific, general learning outcomes for students completing their experiential work. At the start of the internship, students are expected to meet with their preceptors and collaboratively devise more specific learning outcomes, activities and deliverables (to demonstrate that the objectives are met) that are 1) generally consistent with the BHS' general learning outcomes, 2) tailored to the nature of the experiential work and 3) the student's intended career path. Students are encouraged to use the NDSU Career and Advising Center's template (<https://cdn.uconnectlabs.com/wp-content/uploads/sites/33/2020/03/Internship-Learning-Agreement-Template.pdf>) as a basis for determining specific learning objectives, activities, and deliverables that demonstrate that the learning objectives were met. These objectives should also delineate objectives, activities and deliverables appropriate for the level of the course (i.e., lower division or upper division credits). This information will be shared with the BHS Program Director and the student's academic advisor.

At the end of the experience, the student's preceptor will be asked to assess the student using the form provided below. The same rubric will be used for both lower and upper-level courses. Note that the rubric asks preceptors to assess students relative to similar students pursuing similar experiences. Thus, while objectives and rubric criteria are the same for 200 versus 400-level coursework, how the criteria are applied will necessarily differ by course level.

Bachelor of Science in Health Services Program Internship Evaluation Form

Program Overview

The Bachelor of Sciences in Health Services (BSHS) is a degree offered by the College of Health Professions that includes a mix of academic and technical training to meet the needs of regional health care employers. The degree is designed to provide an efficient, flexible, and technically relevant path to a four-year degree, which allows students to pursue entry-level employment in a health care setting and/or prepare for graduate/advanced professional-level training programs. Individuals who hold an associate degree, technical degree, or professional certification, and who currently work in a health care setting will also find the program to be a flexible degree completion program that facilitates career advancement.

General Research, Clinical Experience, or Internship Objectives

Within the context of the student's intended profession (or the professional setting in which the research, clinical experience, or internship occurs), the student will:

1. Demonstrate an understanding of the requirements, roles, and responsibilities of the profession.
2. Utilize previous coursework, principles of logical reasoning, and the professional/academic literatures to analyze and solve problems of interest to the profession.
3. Communicate effectively using verbal, non-verbal, and written means to audiences within and external to the profession.
4. Collaborate as a member of a team and/or the unit in which the student completes the internship. At a minimum, the student will demonstrate principles of initiative, engagement, accountability, and shared values to meet the team and/or unit's objectives.
5. Exhibit behaviors that are consistent with ethical expectations of the profession.

Specific Research, Clinical Experience, or Internship Objectives

Preceptors/experiential supervisors are expected to identify and evaluate additional, more specific education objectives as they relate to the nature of the research, clinical, or internship experience. Those more specific objectives should be tied to the BHS Program Objectives and evaluated accordingly.

Note: In the evaluation form that follows, research, clinical experiences, or internships will all be denoted generally as "internships".

Bachelor of Science in Health Services Program Research, Clinical Experience, or Internship Credits Preceptor Evaluation Form

Student Name: _____

Preceptor Name: _____

Preceptor's Institution: _____

Dates of Internship: _____

<i>Within the context of your institution, the professional setting, and your interactions with the student, please rate the student's performance on the specific tasks or characteristics provided below.</i>					
		Compared to other students with similar backgrounds who have completed similar internships or other, related experiential work, the student's performance was:			
<u>The student's ability to:</u>	<u>Substantially Below Average</u>	<u>Below Average</u>	<u>Average</u>	<u>Above Average</u>	<u>Substantially Above Average</u>
1. Understand the ethical, educational, and professional requirements to practice in the profession and/or the place of internship.					

2. Understand of the roles and responsibilities of individuals working in the profession and/or at the place of internship.					
3. Identify multiple approaches to solve problems commonly encountered by professionals working in the field.					
4. Make appropriate use of the professional and scientific literatures to identify and evaluate possible approaches to solve problems.					
5. Effectively organize and rank each possible approach when solving a professional problem.					
6. Communicate effectively in writing.					
7. Communicate verbally with others effectively.					
8. Communicate non-verbally with others effectively.					
9. Show interest, and be actively engaged in, the work of the team and/or unit.					
10. Display initiative and motivation during the internship.					
11. Display independence and resourcefulness.					
12. Complete all assigned tasks on time.					
13. Submit high quality work.					
14. Establish a positive, professional rapport with other team members and/or unit personnel.					
15. Accept and respond positively to constructive criticism.					

16. Demonstrate a level of maturity required by the profession and/or the place of internship.					
17. Recognize how one's behaviors and/or quality of work impact colleagues or clientele.					
	<u>Yes</u>	<u>No</u>			
18. Did the student complete a sufficient number of hours to warrant academic credit for the internship?					

19. Please describe any special projects required of the student.

20. Please provide 1-2 areas where the student excelled in the internship.

21. Please provide 1-2 areas where the student required improvement during the internship.

EXPERIENTIAL SITE EXPECTATIONS PROCEDURE 1.11

Sites where students complete their non-paid clinical, research or internship experience credits have full discretion to set additional expectations for students above and beyond what is required by the BHS program. Sites are responsible for disclosing those additional requirements to both the BHS program and the student prior to the start of the experience.

Sites may apply and administer any legally permissible selection processes to identify and select eligible students. Sites may also require students to undertake relevant, legally permissible actions (including, but not limited to additional background checks, drug screenings, proof of immunization status, CPR certification, etc.) to ensure that students have the qualifications, and meet the site's technical standards. Students are strongly encouraged to meet with their academic advisor to ensure that all academic prerequisites and professional requirements necessary to enroll in their intended experiential education courses are met.

Site supervisors are responsible for documenting student hours necessary to meet the number of non-paid clinical, research or internship experience credits for which a student is enrolled.

Site supervisors are responsible for providing a set of learning outcomes, activities, and time expectations related to those activities, to the BHS Program Director that justify the course level and credits completed by the student.

BHS CURRICULUM

PROGRAM OVERVIEW

The Bachelor of Sciences in Health Services (BSHS) is a degree offered by the College of Health Professions that includes a mix of academic and technical training to meet the needs of regional health care employers. The degree is designed to provide an efficient, flexible, and technically relevant path to a four-year degree, which allows students to pursue entry-level employment in a health care setting and/or prepare for graduate/advanced professional-level training programs. Individuals who hold an associate degree, technical degree, or professional certification, and who currently work in a health care setting will also find the program to be a flexible degree completion program that facilitates career advancement.

GENERAL DEGREE REQUIREMENTS

120 or more credits (125-130 credits is strongly encouraged)

37 or more credits at the 300 level and higher

Satisfactory completion of all General Education Requirements

Satisfactory completion of all Residency Requirements (Applicable to Transfer Students)

100-200 LEVEL DIDACTIC REQUIREMENTS (5 CREDITS)

PH 101 – Introduction to Public Health (3 credits)

CHP 190 – Critical Thinking and Academic Success (2 credits)

300-400 LEVEL ACADEMIC REQUIREMENTS (14 CREDITS)

CHP 300 – Introduction to the U.S. Healthcare System (3 credits)

CHP 301 – Research Methods in Health Services (3 credits)

CHP 391 – Catholic Healthcare Ethics (4 credits)

CHP 400 – Inter-professional Health Care Practice (or other approved course) (3 credits)

CHP 489 – Capstone (1 credit)

Other approved courses to be automatically substituted for CHP 400 include:

CHP 321 – Perspectives for Wellness (Offered during summer sessions only)

CHP 450 - Complementary and Alternative Therapies

CHP 460 - Advanced Writing for Health Professionals

CHP 479 - Global Seminar (must be 3 or more credits)

CHP 491 - Seminar on Catholic Health Care Ethics II

PH 474 - Epidemiology

Students must meet existing prerequisites to enroll in any of these courses.

EXPERIENTIAL REQUIREMENTS (15 CREDITS, 6 OR MORE AT THE 100-200 LEVEL)

CHP 296 – Field Experience

CHP 496 – Field Experience

DEGREE PLANNING

The degree requirements specified above allow student to choose at least 40 credits (and as much as 60 credits) of coursework to match their career aspirations. Students must work with their professional advisor to develop a plan that identifies these courses, as well as a rationale for how those courses position the student to achieve their career aspirations.

These plans will be student specific. Two examples of such plans are provided in the following pages. They are **illustrative examples only!**

BHS SAMPLE PLAN OF STUDY

- Health Sciences Degree or Pre-Professional Preparation for Graduate or Advanced Clinical Study

Please note this is a sample plan of study and not an official curriculum. Actual student schedules for each semester will vary depending on start year, education goals, applicable transfer credit, and course availability. Students are encouraged to work with their academic advisor on a regular basis to review degree progress and customize an individual plan of study.

First Year			
Fall	Credits	Spring	Credits
CHP 190 Critical Thinking and Academic Success	2	PH 101 Introduction to Public Health	3
ENGL 120 College Composition II	3	CHEM 122/122L General Chemistry II & Lab	3/1
MATH 146 Applied Calculus	4	BIOL 151/151L General Biology II & Lab	3/1
CHEM 121/121L General Chemistry I. & Lab	3/1	PHRM 170 Common Medicines and Diseases	2
BIOL 150/150L General Biology I & Lab	3/1	COMM 110 Public Speaking	3
	17		16

Second Year			
Fall	Credits	Spring	Credits
CHEM 341/341L Organic Chemistry I & Lab	3/1	Gen Ed Humanities and Fine Arts.	3
Gen Ed Humanities & Fine Arts	3	BIOL 221/221L Anatomy& Physiology II & Lab	3/1
STAT 330 Introduction to Statistics	3	CHEM 342/342L Organic Chemistry II & Lab	3/1
PSYC 111 Introduction to Psychology	3	SOC 110 Introduction to Sociology	3
BIOL 220/220L Anatomy& Physiology I & Lab	3/1	CHP 125 Medical Terminology	1
	17		15

Third Year			
Fall	Credits	Spring	Credits
CHP 300 Introduction to the U.S. Health Care System	3	CHP 301 Research Methods in Health Services	3
PHYS 211/211L College Physics 1 & Lab	3/1	PHYS 212/212L College Physics 2 & Lab	3/1
MICR 350/350L Introduction to Microbiology & Lab	3/2	CHEM 461 Biochemistry & Molecular Biology	3
CHEM 460 Biochemistry I	3	PHRM 170 Common Medicines and Diseases	2
CHP 296 Field Experience	2	CHP 296 Field Experience	4
	17		16

Fourth Year			
Fall	Credits	Spring	Credits
CHP 391 Catholic Healthcare Ethics	4	CHP 400 Inter-professional Health Care Practice (or Approved Equivalent Course)	3
CHP 496 Field Experience	4	CHP 489 – Capstone	1
MICR470 Immunology	3	CHP 496 Field Experience	5
Gen Ed Upper Division Writing	3	Gen Ed Global Perspective	3
Major Elective	3		
	17		16

Total Credits: 131

BHS SAMPLE PLAN OF STUDY - Health Administration with a Business Administration minor

Please note this is a sample plan of study and not an official curriculum. Actual student schedules for each semester will vary depending on start year, education goals, applicable transfer credit, and course availability. Students are encouraged to work with their academic advisor on a regular basis to review degree progress and customize an individual plan of study.

First Year			
Fall	Credits	Spring	Credits
CHP 190 Critical Thinking and Academic Success	2	PH 101 Introduction to Public Health	3
ENGL 110 College Composition I	3	ENGL 120 College Composition II	3
MIS 116 Business Use of Computers	3	SOC 110 Introduction to Sociology	3
CHEM 117/117L Chemical Concepts/App. & Lab	3/1	ECON 105 Elements of Economics	3
ACCT 200 Elements of Accounting I	3	ACCT 201 Elements of Accounting II	3
	15	CHP 125 Medical Terminology	1
			16
Second Year			
Fall	Credits	Spring	Credits
COMM 110 Fundamentals of Public Speaking	3	PHRM 170 Common Medicines and Diseases	2
Gen Ed Humanities & Fine Arts	3	BIOL 221/221L Anatomy& Physiology II & Lab	3/1
MICR 202 Introduction to Microbiology & Lab	2/1	CHEM 260 Elements of Biochemistry	4
PSYC 111 Introduction to Psychology	3	STAT 330 Introduction to Statistics	3
BIOL 220/220L Anatomy& Physiology I & Lab	3/1	Gen Ed Humanities & Fine Arts	3
	16		16
Third Year			
Fall	Credits	Spring	Credits
CHP 300 Introduction to the U.S. Healthcare System	3	CHP 301 Research Methods in Health Services	3
Gen Ed Upper Division Writing	3	CHP 296 Field Experience	3
CHP 296 Field Experience	3	Major Elective	3
Business Elective (FIN, MRKT, or MNGT 320)	3	Business Elective	3
Business Elective (FIN, MRKT, or MNGT 320)	3	Business Elective	3
	15		15
Fourth Year			
Fall	Credits	Spring	Credits
CHP 391 Catholic Healthcare Ethics	4	CHP 400 Inter-professional Health Care Practice (or Approved Equivalent Course)	3
CHP 496 Field Experience	6	CHP 489 – Capstone	1
Business Elective	3	CHP 496 Field Experience	5
Major Elective	3	Business Elective	3
	16	Major Elective	3
Total Credits: 124			

HEALTH SERVICES COURSE DESCRIPTIONS (INCLUDES PRE-REQUISITES)

College of Health Professions (CHP):

CHP 125. Medical Terminology. 1 Credit.

A systematic study of building medical terms and understanding their relationship to human anatomy and physiology, pathology and medical treatment.

CHP 190. Critical Thinking and Academic Success. 2 Credits.

This course provides students with opportunities to develop proficient critical thinking skills as they are used in the health professions. This course will also immerse students in reasoning-related activities that facilitate academic success, teamwork, and a demonstrated commitment to the roles and responsibilities required of all health care providers. This course replaces University 189 and analogous courses. The proposed course will be required for all College of Health Professions (CHP) entry level degree programs. The course is required for all students in the College. It will not be waived for students transferring in more than 24 credits. PRE-REQ: Students must declare a major in the College of Health Professions (CHP).

CHP 296. Field Experience. Variable Credits.

CHP 300. Introduction to the American Health System. 3 Credits.

This course introduces students to the structure, design, and groups of individuals who participate in the U.S. health care systems. Particular emphasis will be placed on describing and understanding the roles and responsibilities of various health care professions, describing and understanding the major organizations and/or settings in which health care is provided in the U.S., and describing and understanding the major mechanisms by which health care is financed. Students will also gain an understanding of how these components of the U.S. health care system frame major issues of health care policy and public health that include, but are not limited to ensuring access to health services, ensuring high quality health care, and ensuring that health care is provided efficiently. This course will also immerse students in reasoning-related activities that facilitate inter-professional teamwork and a demonstrated commitment to the roles and responsibilities required of all health care professionals.

PRE-REQ: Health Services major and junior or senior standing.

CHP 301. Research Methods in Health Services. 3 Credits.

This course introduces students to tools and techniques used in health-related research and evidence-based medicine. Students will also develop skills and confidence necessary to read, synthesize, and evaluate the health services literature.

PRE-REQ: B.S. in Health Services major and junior standing or higher.

CHP 321. Perspectives for Wellness. 3 Credits.

This course will explore multiple perspectives in developing healthy habits for living well that involve the body and the mind. This course is offered completely online. The duration of the course is 8 weeks.

PRE-REQ: Sophomore, Junior or Senior standing or completion of HDFS 242.

CHP 391. Catholic Healthcare Ethics. 4 Credits.

CHP 400. Interprofessional Health Care Practice. 3 Credits.

This course is designed for pharmacy, nursing, allied sciences, and other allied health students focusing on the necessary knowledge, skills, and attitudes to function as an effective member of the health care team.

PRE-REQ: Cross-listed with HNES.

CHP 450. Complementary and Alternative Therapies. 2 Credits.

This course is designed to provide health professions students with an overview of all forms of complementary and alternative medicine (CAM) commonly practiced in the United States. Students will develop knowledge, skills, and practical tools necessary to understand and evaluate CAM, and provide recommendations for appropriate use to patients or other health care professionals.

PRE-REQ: NURS 210 with a grade of C or better or PHRM 480 with a grade of C or better, or instructor permission.

CHP 460. Advanced Writing for Health Professionals. 2 Credits.

Students will develop skills and engage with concepts that will help them communicate with scientific, patient, and public audiences. This course is designed to be useful for students in any department in the College of Health Professions but is especially recommended for pharmacy students interested in pursuing a residency. Prereq: PHRM 480 with a grade of C or higher, or instructor permission. {Also available for graduate credit - see CHP 660.}

CHP 479. Global Seminar. (Must be 3 or more credits.)

NDSU instructed experience or field study in a foreign country. Conducted in English for residence credit.

PRE-REQ: Prior approval by International Student and Study Abroad Services and major department. May be repeated. Standard Grading.

CHP 489. Capstone. 1 Credit.

The purpose of this course is to provide an opportunity for students to reflect upon their experiences in the Bachelor of Science in Health Services program, and use that opportunity for reflection to develop a comprehensive plan that integrates coursework taken throughout the program and posits a clear career trajectory based on that plan.

PRE-REQ: Health Services major in their final semester of study.

CHP 491. Seminar on Catholic Health Ethics II. 4 Credits.

CHP 496. Field Experience. Variable Credits.

Pharmacy Practice (PHRM)

PHRM 170. Common Medicines and Diseases. 2 Credits.

Consumer-oriented introduction to drugs, common dosage forms, usage of common classes of prescription, and over-the-counter drug products. Does not count toward a pharmacy major.

Public Health (PH)

PH 101. Introduction to Public Health. 3 Credits.

This course introduces undergraduate students to the interdisciplinary and exciting field of public health. Discussing and studying the processes and practices of public health enhances the population health perspective of healthcare and other professionals.

PH 474. Epidemiology. 3 Credits.

Study of the distribution and dynamics of disease in populations. {Also offered for graduate credit - see PH 674.}

RESOURCES FOR SEEKING CLINICAL, RESEARCH, OR INTERNSHIP EXPERIENCES

As a student begins to look for internships, NDSU's Career Link and Chegg Internships websites should be the first place a student looks for opportunities as they are the most extensive.

NDSU's Career Link <https://career-advising.ndsu.edu/front-page/12980-2/>

Chegg Internship Search Site <https://www.internships.com>

Sanford Health Internships <https://sanfordhealth-internship.jobs>

Aldevron Internships <https://www.aldevron.com/about-us/careers>

Safe Families (Minneapolis) <https://safe-families.org/>

Christian Adoption Services (West Fargo) www.christianadoptionservices.org

ORGANIZATIONS FOR BHS STUDENTS

NDSU Organizations

BHS students are encouraged to join any organization officially recognized by the NDSU Student Government. A full list of these organizations can be found at: <https://myndsu.ndsu.edu/>.

College of Health Professions Ambassadors

The College of Health Professions Ambassadors is a selective student organization of 35+ members that represents each of the departments within the College, with members from many of the programs within each department as well as the different stages of the programs ranging from pre-professional to graduate students.

The members of this student organization serve an essential role in the College of Health Professions. This premiere group of students works to promote the College through involvement in a variety of events, including: Sudro Hall and Aldevron Tower building tours for prospective students interested in the majors within the College, homecoming tours for alumni, the White Coat ceremony, the Nurse Pinning ceremony, Discover NDSU, and a host of other events for prospective students, current students, and alumni.

The Health Professions Ambassadors are advised by Dana Davis, Director of Outreach and Community Engagement for the College of Health Professions. Students who are interested in this organization should contact Dana.

Dean's Liaison Committee (DLC)

NOTE: Until such time as its bylaws and policies are adapted to incorporate the BHS program into the College of Health Professions, a waiver will be granted allowing BHS students representation on the DLC commensurate with any other major in the College.

The Dean's Student Liaison Committee shall consist of the Senior Associate Dean, who shall be chair, and one student representative from each of the following areas: pre-pharmacy, first year, second year, third year, and fourth year of the pharmacy professional program; first year, second year, and third year of the nursing professional program; two allied sciences professional students (or pre-professional students designated by the professional students); up to two master of public health students; as well as one representative from each of the following student organizations: Academy of Students in Pharmacy, American Association of Pharmaceutical Scientists, American Society of Health System Pharmacists, Christian Pharmacists Fellowship International, College of Health Professions Ambassadors, Kappa Psi, National Community Pharmacists Association, Native American Professional Program, NDSU Public Health Association, NDSU Student College of Clinical Pharmacy, Phi Lambda Sigma, Rho Chi, Sigma Theta Tau, the Students of Allied Sciences Club, and the Student Nurses Association. Student representatives from each group will be elected annually by their respective class or student organization. The purpose of the Dean's Student Liaison Committee is to provide students with an opportunity to interact directly with the Dean's Office, to exchange information, to advise the Dean on student organization budget requests, and to problem-solve on matters of interest and concern to students.

Native American Professional Program (NAPP)

To address the critical shortage of Native American pharmacists in the United States, the College initiated NAPP (then known as the Native American Pharmacy Program) in September 1987. The program was designed to recruit and facilitate the entry of Native American students into the College and provide them with counseling and retention services to increase their chances for academic success.

In 2009, NAPP members transformed the program into a student organization and made it inclusive of all the majors within the College, thus changing the name from Native American Pharmacy Program to Native American Professional Programs.

NAPP meets monthly to discuss a variety of topics related to the knowledge and skills needed to pursue degrees offered by the College of Health Professions at NDSU. Counseling and tutorial services for students, financial aid and scholarship information, and internship and future career opportunities also are presented.

NDSU Student Public Health Association

The purpose of the NDSU Public Health Association is to strive to meet the public health needs of the community by increasing awareness and through the multi-disciplinary collaboration of NDSU students, faculty and staff with the goals of promoting health, preventing disease and improving the quality of life. The SPHA provides opportunities for students to learn more about public health issues in the community and to take on leadership roles in public health community engagement.

SCHOLARSHIPS AND AWARDS

The College of Health Professions has a limited number of scholarships and awards available for assistance to students. Applications for scholarships and awards are available beginning with the second Monday in April and ending on the Friday after spring graduation: (www.ndsu.edu/healthprofessions).

NOTE: Specific information related to criteria for selection of scholarship recipients is available in the Office of Development in Sudro Hall 123.

North Dakota State University does not discriminate in its programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status, as applicable.

Direct inquiries to: Vice Provost for Faculty & Equity and Title IX/ADA Coordinator, Old Main 201, 701-231-7708, www.ndsu.edu/equity, ndsu.eoaa@ndsu.edu

Disclaimer: In accordance with State Board of Higher Education policy, Section 450: Institutional Reports, Catalogs, Bulletins (<http://www.ndsu.edu/makers/procedures/sbhe/default.asp?PID=107&SID=5>): "Institutions shall publish electronic and/or hard copies of catalogs and bulletins for the purpose of furnishing prospective students and other interested persons with information about the institutions. Announcements contained in such printed or electronic material are subject to change without notice, and may not be regarded in the nature of binding obligations on the institutions and the State."

Reservation of Rights: Every effort has been made to provide accurate and current information, however, the right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, change or discontinue programs, alter course content, change the calendar, and to impose or increase tuition and fees similarly is reserved. In some cases, requirements for programs and prerequisites for courses offered are effective even if they are not listed in this Handbook. All such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who already are enrolled in the university.