Program Handbook 2019

DIAGNOSTIC MEDICAL SONOGRAPHY

Last update: August 25, 2019

The information in this version of the Diagnostic Medical Sonography Program Handbook is subject to change without notice. This handbook is a program resource and not intended to contain all policies and regulations applicable to students.
Purpose
The purpose of this handbook is to inform and guide students on program specific requirements and expectations.

The Cuyahoga Community College Board of Trustees, Faculty and Administration reserve the right to change, at any time, without notice, graduation requirements, tuition, books, fees, curriculum, course structure and content, and such other matters within its control, including information set forth in this handbook.
Section I – Welcome Letter
Welcome to the Diagnostic Medical Sonography Program at Cuyahoga Community College, where Sound Decisions Begin! This handbook sets the expectations and parameters you need to know and follow to successfully complete your training to be a professional sonographer.

I look forward to your five semesters with us; I know you will find your time with us to be quite challenging but in the end it will be a rewarding journey. Never be afraid to ask any of the Program staff for help; we are here to assist and guide you through your passage.

And always remember,
‘You are embarking on a Lifetime of Sound Decisions!’

Denise Kinches BSPA RDMS
Program Director, DMS
Section II – Program Description

1. Program Mission, Vision and Philosophy

   The College:

   Mission
   To provide high quality, accessible and affordable educational opportunities and services — including university transfer, technical and lifelong learning programs — that promote individual development and improve the overall quality of life in a multicultural community.

   Vision
   Cuyahoga Community College will be recognized as an exemplary teaching and learning community that fosters service and student success. The College will be a valued resource and leader in academic quality, cultural enrichment, and economic development characterized by continuous improvement, innovation, and community responsiveness.

   Values
   To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community.

   The Diagnostic Medical Sonography Program:

   Mission
   To provide high quality training that promotes excellence in sonographic knowledge, scanning skills, and patient care while fostering the integrity of the profession.

   Vision
   Diagnostic Medical Sonography will be an exemplary program that graduates professional sonographers of whom we would be proud to entrust with the healthcare of our family, friends, and selves.

   Goals
   • To prepare competent entry-level abdominal sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
   • To prepare competent entry-level obstetrical/gynecological sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
   • To prepare competent entry-level adult cardiac sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
   • To prepare competent entry-level vascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
2. Program History
Diagnostic Medical Sonography (DMS) is a result of merging and expanding two pre-existing separate Cuyahoga Community College (Tri-C) programs. Its origins are based in the Radiography and Cardiovascular Technology programs. The general sonography concentration began in 1992 as a major under the Radiography program’s Associate in Applied Science degree. This arrangement restricted the ability of the general sonography concentration from implementing new, necessary revisions, such as increased content and clinical experience hours. It also excluded applicants that were not a registered radiographer. The Cardiovascular Technology (CVT) program instructed students in electrocardiograms, echocardiography, and vascular technology and provided its graduates with an Associate in Applied Science degree in Cardiovascular Technology. This program received approval by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in 1995 under the JRC-CVT Standards and Guidelines. The CVT curriculum emphasized training in electrocardiograms. An internal Program Review conducted by the College in 1999 decided to discontinue the CVT Program effective May 2000 due to low enrollment and job placement. However, a survey of the community’s employers and applicants demonstrated the need for training in the general, adult cardiac, and vascular sonography concentrations.

The Diagnostic Medical Sonography Program received initial approval to be an associate degree-granting program by the Ohio Board of Regents (OBOR) in January 2000 with final OBOR-approval in October 2000. The general concentration of the DMS Program received provisional/initial status by CAAHEP on April 19, 2001.

Recognizing the continuing need for trained diagnostic ultrasound professionals in all specialties, the DMS Program extended its course offerings to include echocardiography and vascular technology in accordance with the JRC-DMS Standards and Guidelines. The College’s Committee on Curriculum and Academic Degree Requirements (CADRE) approved the enhanced DMS curriculum in January 2000. The Program offered the additional concentrations of echocardiography and vascular technology for the first time in Fall semester 2001. The adult cardiac and vascular technology programs received initial accreditation status by CAAHEP in November 19, 2004. Since then, all of the Diagnostic Medical Sonography concentrations have received continuing accreditation status by CAAHEP under the Diagnostic Medical Sonography Standards and Guidelines.

3. Core Values
To successfully fulfill the mission and vision, Cuyahoga Community College is consciously committed to diversity, integrity, academic excellence, and achievement of individual and institutional goals. We are dedicated to building trust, respect, and confidence among our colleagues, students, and the community. 3354:1-42-01 College Policy on affirmative action, inclusive excellence, equal opportunity, discrimination, and harassment. http://www.tri-c.edu/policies-and-procedures/documents/3354-1-42-01-college-policy-on-affirmative-action-inclusive-excellence-equal-opportunity-discrimination-and-harassment.pdf

4. Description of the Profession
The Diagnostic Medical Sonographer (“Sonographer”) is a highly skilled, competent individual qualified by technological education to provide diagnostic patient services using high frequency sound waves in a variety of medical settings. The Sonographer combines her/his technical expertise with her/his in-depth knowledge of anatomy and related pathology to create diagnostic cross-sectional images using ultrasound. Responsibilities of the Sonographer include acquiring, evaluating, and correlating ultrasound images and related patient clinical data used by physicians to render a medical diagnosis. The Sonographer is responsible for maintaining accurate records, reviewing and recording pertinent clinical patient history, performing sonographic examinations and providing the interpreting physician with a
summary of her/his technical findings. The Diagnostic Medical Sonography profession is a career that is enjoyable, satisfying, and rewarding. It requires the individual to be self-directed, determine a decision using logic and independent judgment, and exhibit a high work ethic. Diagnostic Medical Sonographers are passionate about their work, they know it is not a job; it is a career!

The Sonographer performs effectively by:

- Obtaining, reviewing and integrating the pertinent patient history and supporting clinical data to facilitate optimum diagnostic results
- Performing appropriate procedures and obtaining a record of the anatomical, pathological and/or physiological data for interpretation by a physician
- Recording, analyzing, and processing the sonographic information and other pertinent observations and data made during the procedure for presentation to the interpreting physician
- Providing an oral and/or written summation of their technical findings to the interpreting physician
- Exercising discretion and judgment in the performance of sonographic services
- Demonstrating appropriate communication skills with patients and colleagues
- Acting in a professional and ethical manner
- Providing patient education related to medical ultrasound and promoting principles of good health.

5. **Program Admission**
DMS is a special admission program, check the [DMS website](#) for the latest admission criteria.

6. **Professional Memberships**
National and local sonography societies offer students of Sonography Programs an exceptional discount on their memberships. Students are encouraged to take advantage of these savings, their scholarships and educational opportunities. Review the DMS Program Students Blackboard website for more details.

7. **Program Faculty and Staff**

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Program Medical Directors
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Anjli Maroo MD RVT - Board certified: Internal Medicine, Cardiovascular Disease and Interventional Cardiology

Section III – Program Expectations

1. Professional Standards

TECHNICAL STANDARDS
Students accepted into the Diagnostic Medical Sonography program must meet specific technical standards fundamental for successful and competent performance in sonography as determined by the essential functions performed by sonographers in practice. The ability of each student to meet the technical standards is determined through a physical examination conducted by a physician and competency evaluation meeting the level of proficiency required by the faculty. Entrance and progression in the Diagnostic Medical Sonography program requires the following physical, mental, and emotional/psychological attributes and communication skills. Students must be able to meet these requirements with or without a reasonable accommodation. Questions regarding possible inability of any of these functions can be directed to the Diagnostic Medical Sonography Program Director at 216 987-5564.

Physical Attributes
Must have discriminating visual capabilities for proper evaluation of the patient and ultrasound image consistent with the abilities to assess asymmetry, discreet tissue texture changes and color distinctions under dimmed lighting.

Must be able to distinguish audible sounds to hear information crucial for an appropriate response essential for the safe, effective care and treatment of patients.
Must be free from health or medical disorders that limit the physical ability to perform, completely and efficiently the duties of a sonographer without risk to self or others.

Must have manual ambidexterity and adeptness to coordinate the hands and eyes for manipulation of sonographic equipment controls, keyboard, and monitor while performing a procedure.

Must have the physical stamina to complete the required course of didactic and clinical study according to established procedure and standards of speed and accuracy. Long periods of sitting, standing or moving are required in the classroom, laboratory, and clinical settings.

Must have the strength and mobility required for activities associated with daily practice, with emergency situations, and with invasive sterile procedures. Specifically required:

- Ability to lift, handle and carry ultrasound accessories of up to 40 pounds in weight.
- Ability to move/transfer and skillfully position patients weighing up to 400 pounds.
- Ability to stand, sit, bend and stoop for long periods in a dimly lit room for up to 12 hours a day.
- Ability to push, pull and manipulate a mobile ultrasound machine weighing up to 600 pounds for patient bedside exams.
- Must have full use of both hands, wrists, and shoulders.
- Must be able to transfer patients to and from wheelchairs, stretchers, or beds.

**Mental Attributes**

Must possess the ability to think in the abstract, specifically, to be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

Must possess and utilize the mental ability to apply previously learned knowledge. Application of this knowledge includes the ability to measure, calculate, rationalize, analyze, integrate, and synthesize in a timely fashion according to established procedure and standards of speed and accuracy.

Must make appropriate judgment decisions in routine and emergency situations, and in situations not clearly governed by specific guidelines.

Must be free from health or medical disorders that limit the ability to perform, completely and efficiently, the duties of a sonographer without risk to self or others.

**Emotional/Psychological Attributes**

Must possess the emotional health and stability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to the diagnosis and care of patients without risk to self or others.

Must be able to tolerate mentally, and emotionally taxing workloads and function effectively under stress.

Must be able to display flexibility, versatility, dependability, diplomacy, compassion, integrity, motivation, and interpersonal and professional skills at all times in the clinical and didactic setting.

Must be free from health or medical disorders that limit the emotional/psychological ability to perform, completely and efficiently, the duties of a sonographer.

**Communication Attributes**

Must show evidence of effective and appropriate written and verbal English communication skills throughout the program to all persons in both the academic setting and the clinical health care setting. Communication includes speech, reading, writing and non-verbal behavior and actions.
Must have the ability to relate information to and receive information from patients in an accurate, empathetic, ethical, and confidential manner.

Must be able to understand and convey information essential for the safe and effective care of patients in a clear, unambiguous, and rapid fashion in emergency situations.

2. **Code of Ethics**
A student enrolled in the Diagnostic Medical Sonography program is in the beginning phases of a career as a credentialed Diagnostic Medical Sonographer and should be aware of and adhere to the professional and ethical code of the Society of Diagnostic Medical Sonography (SDMS). In addition to the Student Code of Conduct, students within the Diagnostic Medical Sonography curriculum are also expected to follow the applicable code of ethics outlined by the SDMS [https://www.sdms.org/about/who-we-are/code-of-ethics](https://www.sdms.org/about/who-we-are/code-of-ethics). Any students found to violate professional and ethical standards may be referred to the College’s Student Code of Conduct.

3. **Program Learning Outcomes**

4. **Professional Attire Requirements**
Personal appearance must be acceptable to patients, physicians, and other health professionals as one projecting a professional image. The Program student dress code follows these principles and those in the interest of patient satisfaction. Failure to adhere to this dress code will result in counseling action and/or the denial of access to the clinical facilities.

In instances when the clinical site dress code is more restrictive than the Program dress code, adhere to the clinical site dress code.

**Uniforms**
- Uniforms must be freshly laundered, unstained, wrinkle-free, non-revealing and not tight fitting.
- Uniforms consist of uniform tops and pants and may include uniform warm-up jackets and lab-coats. Uniform dresses may also be worn. Sweaters are not a substitute for a uniform top.
- In instances, where the clinical site is not particular what color of scrubs you wear; burgundy, white, or their combination will be your clinical dress code.
- Shirts (tanks, t-shirts, turtlenecks) worn under the uniform but must be a solid color, non-embellished and comply with the dress code of the assigned clinical site. Crew-neck shirts are highly recommended under V-neck uniform tops. T-shirt sleeves must not hang below the uniform top sleeves.
- Undergarments must be worn and should not be visible beneath the uniform.
- Shoes and socks/hosiery must be worn during all clinical hours. Shoes should be rubber-soled tennis shoes or scrub shoes. Open-toed shoes, heels, or boots are not permitted.
- The Cuyahoga Community College Student ID badge and/or the clinical site ID badge is worn at all times with the name and photo visible.
Grooming
- Daily bathing is imperative.
- Fingernails must be kept short (1/4 inch or shorter). No artificial nails are permitted; they harbor bacteria and violate infection control policy.
- Long hair must be fastened up and away from face and shoulders for safety purposes.
- Beards and mustaches are permitted but must be neatly trimmed.

Adornment
- Jewelry, if permitted by the site, is limited to a watch, finger rings and earrings.
- No more than two rings per hand. Rings must be removed for surgical scrub procedures.
- No more than three earrings per ear. Earrings may not hang more than ½ inch below the earlobe.
- Visible body piercing, including tongue, mouth, and nose piercing, is not permitted.
- Perfume, cologne, and scented lotions are prohibited. Students who smoke may carry cigarette odor on their person. Patients are sensitive to scents/odors and some scents can elicit allergic reactions. Most clinical sites do not allow smoking on their campus grounds.
- Excessive make-up, glitter, nail polish and hair coloring is prohibited.
- The uniform must cover tattoos.

5. Student Code of Conduct
The College acknowledges the importance of an environment that is conducive to learning. The Student Conduct Code and Judicial System serves to provide such an atmosphere that is conducive to education growth and civility which fosters and protects the mission of the College. College Procedures on Student Conduct: Student Conduct Code and Student Judicial System, and Student Judicial System.

6. Health and Physical Requirements
The College establishes essential health requirements that meet the expectations of employers and clinical sites. Therefore, health requirements mandate that the student submit evidence of appropriate immunizations to the program one month in advance to their first clinical assignment. For the Diagnostic Medical Sonography program those requirements can be found at this link which provides a guide and resources, Health Careers and Nursing Immunization and Health Requirements.

Students unable to comply with the immunization and health requirements need to discuss this with the Program Director as soon as possible. Non-compliance will greatly restrict or exclude the student’s opportunity to complete the required clinical experience portion of the Program.

Section IV – Academic Requirements and Progression

1. Degree Requirements
Diagnostic Medical Sonography is a two-year (21-month) Program designed to educate/train individuals to perform the variety of responsibilities required of a skilled Diagnostic Medical Sonographer. It is five consecutive semesters including the summer session. The first semester is on campus consisting of academic and lab courses. The remaining four semesters consist of both academic and clinical courses. Students successfully completing this two-year Program receive an Associate of Applied Science and are eligible to petition to take the national registry examinations given by the American Registry of Diagnostic Medical Sonography (ARDMS).

Abdomen and OB/Gyn Concentrations academic requirements
Adult Cardiac and Vascular Concentrations academic requirements
Helpful tips
Many of the required DMS–specific courses occur only once a year and are sequential; however, the timing that each course is offered is subject to change. Please refer to the on-line class schedule for offerings of degree required courses.

The student must follow the prescribed Program sequence for Program specialty courses. The total combined student involvement in the classroom, college laboratory, and clinical experience as presented in the Program will not exceed 40 hours per any week.

Any student electing to take courses in addition to the DMS courses must take classes at a time that does not conflict in any way with the required Sonography courses and clinical experience. Courses taken as an Audit do not count towards the degree or Program requirements.

Students should review the College’s P/NP (Pass/No Pass) policy and be judicious when considering this option. With the exception of the clinical experience courses, the Program does not accept the P/NP grading option for pre-requisites and core courses. Students are responsible for consulting with the Program Director or counselor to determine Pass/No Pass grading options.

2. Attendance
Students are expected to adhere to established College, program and course attendance guidelines: Student Rights and Responsibilities - Attendance.

Regular class attendance is expected. Students are to be on time and prepared for their class lecture/lab. Please see the course instructors’ syllabi regarding additional attendance and tardiness policy. The Program Director will uphold the guidelines set by each course instructor.

The instructor has the option of dropping one (1) letter grade from the student’s earned grade for the course for any student who demonstrates excessive tardy behavior. Excessive tardy behavior is four (4) or more tardy occurrences of 10 or more minutes. “Tardy” means arriving late for or leaving early from the scheduled class times.

3. Absences

Didactic Courses
Please see the course instructors’ syllabi regarding additional attendance and tardiness policy. The Program Director will uphold the guidelines set by each course instructor.

Clinical Courses
The health care profession depends on reliable individuals to be routinely present to perform their position responsibilities on their scheduled days. Often anxious and under duress due to their illness and its potential outcome, it is the patient’s perception and expectation that there will always be a skilled individual readily available to attend to them and their needs. The clinical experience trains the student to meet this expectation. During the clinical experience, the potential employer observes not only the student’s technical skills but also the student’s attitude, adaptability, and reliability.

A student is permitted one absence (holiday, sick, or personal use) for each clinical experience. This single absence, referred to as a personal day, is not required to be made up and cannot be carried over to future semesters. The personal day cannot be used during special limited assignment rotations. Limited assignment rotations consist of but are not limited to pediatric rotation, high-risk OB rotation, surgical rotation, neonatal rotation, and lecture commitments.

The student is to notify the clinical site instructor and the College’s site visitor if she or he will be absent. If the designated person in unavailable, the student is to leave a message and obtain the name of the
person with whom she/he spoke. The student is to record the absence on the attendance log, the name of the person notified, the time, and the reason for the absence. The student is to call the clinical site and the College site visitor every time that she/he is absent or late. Failure to follow this procedure on reporting an absence will result in an unexcused absence.

Additional absences require make-up time. Documentation as to the cause of any absences may be required. Two (2) absences (not including the personal day) within any single clinical course offering are grounds for dropping the student’s earned course grade by one letter grade. For every additional day of absence, the clinical course grade will be dropped another letter grade.

**Excessive absenteeism** is three (3) or more absences within a clinical course session (not including the personal day). Excessive absenteeism is grounds for dismissal from the Program and denial of access to the clinical site.

An unexcused absence is an instance where the student: a) fails to notify the appropriate personnel within the clinical site’s allotted time designation, b) is dismissed from the clinical site due to improper dress, unprofessional actions, or behavior that varies from the clinical site policy or c) does not receive the College Site Visitor’s approval of the absence.

One unexcused absence in any course will result in a drop of one letter grade from the earned letter grade for that clinical course. Two (2) unexcused absences in any one clinical experience term are grounds for dismissal from the Program.

4. **Illness**

Students should report an infectious disease, transmissible from person to person or by direct contact with an affected individual or the individual’s discharges, or by indirect means. The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rules: https://odh.ohio.gov/wps/wcm/connect/gov/84ffece4-16f1-4602-9b93-7ce4eeb34680/section-1-reporting.pdf?MOD=AJPERES&CONVERT_TO=url&CACHEID=ROOTWORKSPACE.Z18_M1HGGIK0N0JO0QO9DDDDM3000-84ffece4-16f1-4602-9b93-7ce4eeb34680-mtn9-.6.

The Ohio Administrative Code (OAC) provides guidance through the Communicable Disease Rule. Diseases to report: http://codes.ohio.gov/oac/3701-3-02v1.

For a student who is infected with one of these illnesses and, if the illness occurs on campus, please use the Cuyahoga Community College Student Incident Report Form on Appendix II as well as immediately reporting the illness to the Program Director.

**Guidelines for Pregnant Students**

Because pregnancy is not an illness, it is the student’s option to notify the Program Director and/or the College site visitor (who in turn will notify the Program Director) of a pregnancy. Notification of pregnancy should be in writing, indicating the expected date of delivery.

The student should inform her physician of her enrollment in a Diagnostic Medical Sonography Program and secure a recommendation for continuance in the Program. Program objectives will be not be sacrificed nor will a change in the clinical rotation assignment occur because of pregnancy, however guidance will be provided to aid the student wanting to graduate on time.

5. **Scheduling**

Instructor and clinical coordinators will provide the student with scheduling information.
Section V – Academic Status
The College procedure on Academic Status explains the academic probation and dismissal process, including the GPA requirements for each level of credit hours attempted. Good Academic Standing, Dean’s List status, probation and dismissal are explained by opening the underlined links: College Procedure on Academic Status. The Standards of Academic Progress information provides details on how financial aid is impacted based on grade point average and progress toward degree completion: Satisfactory Academic Progress. Federal regulations require that students make measurable progress towards completion of their course of study in order to continue to remain eligible for federal aid. The College reviews the academic progress of all students and notifies students receiving federal financial aid each semester of their status.

1. Grading
The link to the Procedure on Grading explains the grades and awarding of credits, auditing of courses and pass/no pass use.

DMS course instructors use the Program-defined, grading scale listed below. The instructors do not “round-up” or “round down” when assigning the final earned letter grade for the course.

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>93 up to 100</td>
<td>A</td>
</tr>
<tr>
<td>85 up to 93</td>
<td>B</td>
</tr>
<tr>
<td>75 up to 85</td>
<td>C</td>
</tr>
<tr>
<td>65 up to 75</td>
<td>D</td>
</tr>
<tr>
<td>Below 65</td>
<td>F</td>
</tr>
</tbody>
</table>

2. Grade Point Average (GPA)
The student must maintain a cumulative GPA or DMS GPA of 2.4 or higher to remain in good standing in the Program.

3. Program Withdrawal, Probation, Dismissal, and Reinstatement
The College Procedure on Academic Status explains the academic probation and dismissal process including the GPA requirements for each level of credit hours attempted.

Course Withdrawal
A student should initiate withdrawal from a course before the published withdrawal deadlines. Withdrawals information can be found under the Withdrawal section the College’s student handbook (https://www.tri-c.edu/student-resources/documents/studenthandbook.pdf).

Program Withdrawal
Withdrawal from a DMS-specific course affects a student's academic progress and equate to withdrawing from the DMS Program. A student may voluntarily withdraw from the Program at any time. Such action will not, per se, prejudice the student's standing within Cuyahoga Community College.

A student who withdraws from a DMS course and desires to return to the Program must submit another application to the Health Career Enrollment Center. The Diagnostic Medical Sonography Program Admission and Progression Committee reviews the readmission request. The student must meet the current admission requirements and is not given preference over new applicants for Program admission.

Program Suspension
If in the judgment of any Program staff or Program representative clinical staff, a situation occurred or is about to occur that would jeopardize in some fashion the Program or its affiliates, e.g., evidence of
inappropriate behavior, the Program Director may immediately suspend a student from any or all DMS courses for up to one week.

**Program Probation**
Successful completion of the Program requires dedicated commitment and adjustments to social and personal activities. In order to progress to the next sequential sonographic course offerings and to graduate, students must earn a minimum letter grade of “C” or “P” in all lecture, lab, and clinical courses of the curriculum.

Program academic probation is the limitation whereby the student does not continue in the DMS course sequence until the cause of the probation is rectified. A student placed on academic probation will be required to meet with the Program Director and/or the Associate Dean of Health Careers for counseling. A student on academic probation may be required to participate in tutoring sessions outside of class hours or perform remedial work.

**Grounds for Program academic probation are:**
- A cumulative GPA or DMS course GPA of less than 2.4, regardless of hours attempted or earned by the student.
- Evidence of any non-professional conduct or inappropriate behavior.
- Failure of the student to pass a final examination/project or any competency required by the course.
- Only one random Program Academic Probation allowed.

**Program Dismissal**
Program dismissal necessitates the student withdrawing from the Program and not continuing the DMS courses.

**Grounds for Program Dismissal are:**
A student’s cumulative grade point average and/or DMS course grade point average is below 2.4 at the end of the semester following his/her Program Academic Probation.

A student receives a letter grade of “D”, “F” or “NP” in any of the core DMS courses regardless of the cumulative grade point average or hours attempted.

A student’s performance demonstrates: a safety concern for a patient, the patient’s visitors, the student, and/or other clinical personnel, unprofessional conduct, or for acting outside of the scope of practice for the Diagnostic Medical Sonography profession regardless of the quality of grades.

A student receives a notice that they are on academic probation a second time.

The assigned clinical affiliate denies the student access to their facilities regardless of academic or technical performance during any semester of the Program. A student can be denied access to a clinical affiliate for, but not limited to:

1. Excessive absenteeism
2. Tardiness and/or leaving early
3. Unprofessional or inappropriate behavior
4. Failure to demonstrate an appropriate level of scanning ability
5. Refer to the clinical site policies for additional reasons for denial to clinical site facilities.

A student fails to do required remedial or make-up work within the timeframe set by or to the satisfaction of the Program Director and/or instructor. Remedial or make-up work may be required of students for other reasons determined by the Program Director as necessary for Program progression.
Program Reinstatement
A student no longer in the Program may re-apply only once. This application is subject to review and approval by the Diagnostic Medical Sonography Program Admission and Progression Committee. To initiate the application review, the student must submit any requested information regarding the situation that occurred when in the Program and an action plan describing the steps that will ensure their future success in the Program.

Upon readmission to the Program, a student is under probationary status for the remaining length of the Program. A student under probationary status will be dismissed from the Program should another Program Academic Probation occur. The student meeting the admission requirements is not given preference over new applicants for Program admission.

Returning Students
Most of the required DMS-specific courses are offered only once a year. A student returning from an academic probation or with re-admission will be required to demonstrate proficiency in her/his past Program coursework before Program re-entry. There is no guarantee of immediate placement in the Program or clinical site assignment. Proficiency testing may consist of a written and/or technical skill's component. The College and/or a clinical affiliate will provide this testing for the student.

Proficiency testing must be completed before the student returns. It is recommended that a returning student retake the courses that she/he last took in order to be successful upon return.

4. Due Process
The College provides a due process opportunity for students to resolve student concerns by providing the procedures in the College’s Student Handbook. Information is located at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf.

- The complaint process allows students who are dissatisfied with an aspect of his or her collegiate experience to seek resolution to the matter.
- The Grade Dispute Procedure is the process to challenge a recorded grade.
- The discrimination and harassment complaints procedure is for concerns regarding equal opportunity, discrimination or sexual harassment.

5. Student Change of Contact Information
In addition to submitting a change of address, phone or personal email through My Tri-C Space, using the “Student Tab” in the “My Info” section, please inform the program director of changes in your contact information.

Section VI – Language Proficiency Requirements
The College establishes the language proficiency requirements to enter college level courses in this page: English Language Proficiency Requirements for Admission and specific scores can be reviewed on the linked information.

Students must demonstrate evidence of effective and appropriate written and verbal English communication skills throughout the Program to all persons in both the academic setting and the clinical health care setting. Communication includes: speech, reading, writing, decoding the message and non-verbal behavior and actions.

The student must be able to relate information to and receive information from a patient in an accurate, caring, ethical, sensitive, and confidential manner. In addition, the student must be able to understand
and convey information essential for the safe and effective care of a patient in a clear, unambiguous, and rapid fashion.

In the event a DMS instructional staff identifies problems with English communication and/or comprehension skills at any time during the Program, the Program Director may refer the DMS student to a subject matter expert for evaluation. The results of the evaluation may recommend the student take and pass one or more courses with a grade of “C” or better. Unsuccessful coursework completion will result in a recommendation for Program dismissal.

A student experiencing English communication or comprehension problems will not start clinical rotations until she/he achieves a satisfactory grade of “C” or better in the additional required coursework. The student is responsible for arrangements and costs incurred for testing or other remedial course work. The use of an electronic translator is not permitted in any DMS course.

Section VII – Student Resources

1. Tutoring
   Tutoring Services are offered at each campus tutoring center. There is support for a wide variety of subject at each campus.

2. Student Accessibility Services
   Student Accessibility Services provides support to students with disabilities at all College campuses, site, locations or online course. To receive services, students must schedule an appointment with a student advisor and provide documentation of a disability. The Student Accessibility Handbook is another source of information for students.

   Although a student’s self-identification as a person with a disability is voluntary, the Program highly encourages students with disabilities to self-identify with the Student Accessibility Services. Successfully completing Program prerequisites and other college courses without the use of accommodations does not assure that they will not be needed in a rigorous health career program. The Program can only accommodate known and documented disabilities following the receipt of an accommodations memo from the Student Accessibility Services. Each semester, the student is responsible for providing Program faculty with the accommodations memo given to the student by the Access Office. Due to the expediency, safety and/or technical requirements in the lab and/or clinical environment, accommodations afforded in the Program’s lecture component may not be provided in the DMS Program labs and/or at the clinical site. For purposes of this policy, the definition of disability will be that used in the Americans with Disabilities Act, 42 USC 216, et seq.

3. Student Safety
   The College is committed to providing a safe and secure environment as outlined in the Safety and Security Policy: 3354:1-50-04 Safety and security policy

4. Other Resources
   The following links can help you identify additional resources for completing a degree or program: CLEP
   Credit by Exam (CBE)
   Credit for Prior Learning
   Standardized Training and Certification Programs (ACE)
Transfer Centers on each campus provide information on transferring to and from Tri-C, Credit for Prior Learning, Articulation Agreements and State Wide Transfer Guarantees. Transfer Students University Partnerships by School are available for students interested in transferring to a particular institution or program.

Section VIII – Accreditation and Credentialing

1. College and Academic Program Accreditation
The College’s accreditation by the Higher Learning Commission is maintained and updated at this link Accreditation. Program accreditation information is maintained on the program web page and in the list linked here: Programs Accreditation Bodies.

The Commission on Accreditation of Allied Health Education Programs ("CAAHEP") accredits the Program upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography ("JRC-DMS").

A copy of the Standards and Guidelines for an Accredited Educational Program for the Diagnostic Medical Sonographer, current CAAHEP accreditation status certificates and the Master Plan of the Program are available in the Program Director’s office and are available for student review upon request. Current Program accreditation status can be viewed at https://caahep.org/.

Accreditation Contact Information

<table>
<thead>
<tr>
<th>JRC-DMS</th>
<th>The Higher Learning Commission</th>
<th>CAAHEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>6021 University Boulevard, Suite 500</td>
<td>230 South LaSalle Street, Suite 7-500</td>
<td>25400 U.S. Highway 19 North; Suite 158</td>
</tr>
<tr>
<td>Ellicott City, MD 21043</td>
<td>Chicago, IL 60604</td>
<td>Clearwater, FL 33763</td>
</tr>
<tr>
<td><a href="mailto:jrcdms@intersocietal.org">jrcdms@intersocietal.org</a></td>
<td>Public: <a href="mailto:info@hlcommission.org">info@hlcommission.org</a></td>
<td><a href="https://caahep.org/">https://caahep.org/</a></td>
</tr>
<tr>
<td>Contact: Gerry Magat</td>
<td><a href="mailto:complaints@hlcommission.org">complaints@hlcommission.org</a></td>
<td>Phone: 727-210-2350</td>
</tr>
<tr>
<td>Phone number: 443-973-3251</td>
<td>Phone number: 800.621.7440</td>
<td>Fax: 727-210-2354</td>
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</table>

2. Boards, National and/or State Testing
The American Registry of Diagnostic Medical Sonography (ARDMS) offers the National Registry examination for Diagnostic Medical Sonographers. This computer-based examination, offered throughout the year at a testing center in the community, certifies the applicant as qualified to practice in the field of sonography.

Program students are required to apply for and take the Sonography Principles & Instrumentation (SPI) Examination by their fifth semester of the Program in order to be eligible to graduate. Students unsuccessful with the exam receive additional resources and/or assignments to assist them in this deficiency.

A student is eligible to apply to take the National Registry specialty examination(s) 60 days before the Program/College graduation date. Students receive notification of the exact dates by the Program Director. Students are required to submit their own fees for the examination. Upon completion of the College’s graduation requirements, students passing the exams(s) will receive and be permitted to use their newly-earned credentials.
Section IX – Costs

1. Fees
The College Tuition and Fee Schedule including program related fees are part of the program cost.

2. Exams
Fees associated with the registry exams are the responsibility of the student. Cost of the SPI exam and specialty exams can be found here.

3. Financial responsibility
To determine what costs may be covered by financial aid, visit one of the college’s financial aid offices located at each campus. Visit http://www.tri-c.edu/paying-for-college/financial-aid-and-scholarships/index.html for more information.

Additional costs associated with the Program include but are not limited to the following:

<table>
<thead>
<tr>
<th>Uniforms and Shoes</th>
<th>Health Insurance</th>
<th>Registry fees</th>
<th>Parking</th>
</tr>
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<tbody>
<tr>
<td>Physical Examination</td>
<td>Transportation</td>
<td>CPR Certification</td>
<td>Conference fees</td>
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<tr>
<td>Liability Insurance</td>
<td>Clinical Report fee</td>
<td>Immunizations</td>
<td>Professional Society Dues</td>
</tr>
<tr>
<td>Course materials</td>
<td>Text books</td>
<td>Drug Testing</td>
<td>Background check</td>
</tr>
</tbody>
</table>

Malpractice (Liability) Insurance
Students are required to carry liability insurance offered through the College. The insurance is required before a student begins her/his clinical experience. Students are to pay the malpractice insurance annual fee when they register for their clinical course. Failure to present proof of payment of the liability insurance coverage will result in the student being denied attendance to the clinical affiliate and will count as an unexcused absence.

Health/Health Insurance
Every student is required to present evidence of good health, immunity, and the ability to participate in and perform the essential functions of the DMS student before attending the first day of clinical rotation. In most cases, this includes, but is not limited to, proof of current immunity and TB Double Mantoux (PPD). A single PPD is required annually and within 12 months of the Double Mantoux. Students are required to receive the annual influenza vaccine. Some clinical sites impose additional requirements. Evidence of health insurance is required for participation in the DMS clinical courses. The student is required to have health insurance coverage during the clinical experience sequence. Failure to provide evidence of good health throughout the Program sequence will prevent the student from attending any of the DMS clinical courses and will count as an unexcused absence.

If a student sustains a sharps/needle stick injury or suspects personal exposure to any infectious disease (either parenterally or through the mucous membranes), the student must report the incident to the designated individual at the clinical site, clinical coordinator and the Program Director. The student is to follow the policy and/or protocol for a sharps/needle stick injury or exposure to an infectious disease established by that particular clinical site. It is the student’s responsibility to obtain any needed follow-up treatment or testing after a sharps/needle stick injury or an exposure to an infectious disease. The College is not responsible for costs incurred for an injury or medical problem sustained by a student while affiliated at a clinical site. The student will also be required to complete a College Student Incident form.
Verification of current certification in Cardiopulmonary Resuscitation (CPR) in Basic Life Support (BLS) for Health Care Professionals by the American Heart Association is required for a student to attend a clinical site. Students are to keep this certification current during their entire training Program. Failure to do will result in denial of placement/access to the clinical facility.

**Background Checks**

Students are required to have their background checked through the services of CastleBranch. The College and the Program will not accept reports from any other service or organization. A student, having a report that results in a clinical affiliate declining to provide clinical experience to the individual, will not continue in the Program. The student will receive directions from their clinical coordinator regarding when this service is to be done which is typically the end of Fall semester to the beginning of Spring semester. Students can expected to be finger printed and possibly tested for drugs.

Students with a background of a felony or misdemeanor may be ineligible to become a Registered Sonographer. The American Registry of Diagnostic Medical Sonography (ARDMS) may take action against an applicant in the case of conviction, plea of guilty, or plea of nolo contendere to a crime (felony and/or misdemeanor) related to public health or the provision of diagnostic medical sonography or vascular technology services.

Students having questions concerning this felony/misdemeanor rule will want to contact the ARDMS as to how it pertains to their circumstances. The ARDMS offers a service where the potential applicant may request an interpretation of ARDMS rules concerning criminal matters as the rules may apply to his or her individual situation for a nonrefundable fee. Information can be found at [http://www.ardms.org/Discover-ARDMS/compliance/Pages/default.aspx](http://www.ardms.org/Discover-ARDMS/compliance/Pages/default.aspx)

4. **Supplies - Not Applicable**

**Section X – Field and Clinical Experiences**

1. **Clinical Experience**

A student must adhere to the rules and regulations of the assigned clinical site. The clinical site reserves the right to deny a student access to the facility for continued clinical experience if a student has violated clinical site rules and regulations that would otherwise result in the suspension or termination of a clinical site employee. Any student who fails to comply with the assigned clinical affiliation will be subject to dismissal from the Program.

To maximize the learning experience, clinical rotation schedules may include a rotation at a clinical site other than the one the student is primarily assigned. The student will receive a clinical site rotation schedule at the beginning of the session offering the clinical experience. The student is to adhere to the rotation schedule. Students will not work any holiday shifts during their clinical training.

When given a medical order by a physician, the student must inform the physician of his/her status as a student and request that the clinical site instructor or his/her designee be present to take the order. If the clinical activities are such that the student feels unqualified to perform the activities, the clinical instructor must be notified before attempting the procedure.

DMS students are not permitted to make a diagnosis, carry out any diagnostic procedure, provide medical advice, or administer treatment of any kind without appropriate supervision from the clinical site.
instructor or his/her designee. Students are to behave as a DMS student regardless of other licenses, registrations, or credentials she/he may possess.

Students may not take the responsibility or the place of Sonography staffing during their clinical rotation. However, after demonstrating competency, students may be permitted to undertake certain defined activities under appropriate supervision and direction.

Although the clinical site affiliates are potential employers of College graduates, the Program and Cuyahoga Community College do not guarantee employment. Job opportunities are communicated to students via email.

Reporting Unfavorable Incidents - Students are to be knowledgeable, but not expert and experienced, in all issues of medical ethics, privacy, patient rights, and legal definitions of medical practice. Students should not place themselves in any position that may compromise, embarrass, or harm themselves, the patient, their supervisors, their peers, their clinical site, the Program, or the College. Therefore, students must inform appropriate persons to seek proper guidance. It is the responsibility of each student to report to the Program Director, Clinical Coordinator, College clinical site visitor, or clinical site instructor of any incident that appears to be unethical or of questionable nature.

Assignment to a Clinical Site Affiliate
The Program’s Clinical Coordinator ensures the assignment of a student to a clinical site affiliate before the onset of the sonography clinical experience. Only a student who has passed all of the previous required DMS courses and scanning competencies is assigned to a clinical site. The Program will not guarantee a student assignment to a preferred clinical site. A student is not to exchange or change her/his assigned clinical site or the scheduled clinical hours without the approval of the Clinical Coordinator.

Students not performing satisfactorily in any of the DMS–specific courses by the midterm of that course session may have their clinical experience denied or delayed until demonstration of improvement is to the satisfaction of the instructor and Program Director. High academic performance does not assure placement in a clinical site if a student proves otherwise unable to fulfill the technical standards and abide by the Code of Ethics.

Program clinical affiliates require fingerprinting, background checks, drug testing, immunizations and other health requirements on all students, without exception. A student must pass a physical examination before beginning his/her first clinical assignment. Student physical assessment forms are located on the CastleBranch website and are only available after the student begins the background check process. The student is responsible for her/his assigned clinical site fees: such as transportation, parking, drug testing, clinical report fee, etc. Students unable to meet these requirements need to discuss their situation with the Program Director.

Students should not underestimate the impact they have on the quality of their clinical experience and on the working relationships with those around them. Students should think of their clinical experience as a semester-long job interview.

Clinical Reporting System Time Clock
Recording clinical time prepares the student for employment by developing the habit of punctuality and integrity. Students are to be ready and at their scanning station at their scheduled clinical start time.

- Students are to clock in and out on an approved clinical site computer that is located in or as close to the department as possible. In situations where the clinical site does not allow the student use of a clinical site computer, students are to clock in and out on their cell phone upon entering/Exiting the clinical site building where a strong cellular signal can be obtained.
In the interest of public and personal safety, clocking clinical time is not allowed while the student is en route to or from the clinical site.

Students are not permitted to use any technology that may alter their geolocation when documenting clinical site attendance. A student that uses geolocation altering technologies for clocking in and/or out will be placed on probation and raises the potential for program dismissal due to falsification of records.

Students are not permitted to have another individual clock in and/or out for them; such actions are deemed as falsifying attendance and result in disciplinary actions.

Clinical Clock Hours
Clinical education is an integral part of the Program. A student is to complete his/her clinical clock-hours. In the event the student does not meet the clock-hour requirement, the student is required to arrange with the clinical coordinator for completion of her/his clock-hour obligation. Acceptable arrangements include the mutual agreement between the clinical site (for the arrangement of making up clock-hour requirements), the College site visitor and the student. This obligation is to be fulfilled during the clinical experience in which the absence occurred.

Student clinical hours are calculated by subtracting the lunchtime from the number of hours between the arrival time and the departure time. Students must follow the rules of the site regarding lunch break time. The student is responsible for adjusting their clinical hours to reflect longer lunch breaks. Whenever the clinical rotation schedule exceeds six (6) hours a day, a 30-minute lunch break must be taken.

Students are not to accrue any additional clinical experience intending to decrease the length of the clinical rotation. Accumulating lunch breaks and mid-day breaks to decrease the clinical hours is not permitted.

Clinical hours and/or clinical competencies performed outside of assigned scheduled clinical rotation will not be recognized.

Students are to adhere to the clinical schedule as published in the course schedule offerings. Deviations from the schedule must be pre-approved by the Clinical Coordinator.

In instances when the required clinical clock-hours are not met, the clinical course letter grade will be dropped one letter grade for every sixteen (16) clinical hours missing. This will be in addition to any other letter grade drops that the student may have earned.

A student who is unable to complete a clinical course for reasons totally beyond his/her control, (i.e. an emergency medical condition) may petition to withdraw from the clinical educational experience in accordance with College Policy. The student should first arrange to discuss with the Program Director the impact the withdrawal may have on the student’s graduation date.

In extenuating circumstances, as determined solely by the instructor, a student may receive a letter grade of "I" (incomplete) when she or he has not met the clinical education experience requirements indicated by the course syllabus. The student with an “I” grade is not permitted to progress in the curriculum sequence until the “I” grade is changed to a letter grade of “C” or higher. See Returning Students section.

Clinical Tardiness Procedure
A student is to be on time for all scheduled clinical rotations. It is the responsibility of the student to be in uniform ready to begin at the scheduled times. Starting and ending times, lunchtime, and breaks are determined by the clinical site. Excessive tardiness can result in a student’s denial of access to the clinical affiliate site.
**Tardy** is arriving late for or leaving early from the scheduled clinical assignment times. Students are to be on time in the designated clinical area at the beginning of the shift and to be involved in the clinical training until the shift ends. Students are counseled per clinical site policy and the clinical grade will be affected.

If a student is going to be late to a clinical assignment, the tardy must be reported to the assigned clinical site. The student must notify the clinical site instructor if she or he anticipates being tardy for more than 15 minutes from the scheduled starting time. Failure to notify the clinical site instructor will result in the student being charged with an unexcused absence.

A student is permitted two (2) tardy occurrences per clinical course at which time the student will be counseled and given an oral warning documented on a Counseling Action Form. No points will be deducted from the student’s earned letter grade. The student will be advised that any additional tardy occurrences will result in loss of points from the clinical grade. At the third tardy occurrence, a written warning is given and one (1) letter grade is dropped from the clinical grade. For every additional two (2) tardy occurrences, the clinical course grade is dropped another letter grade and the student will receive written counseling action.

Five (5) or more tardy occurrences is excessive and may result in denial of access to the clinical site and/or subject the student to dismissal from the Program.

**Clinical Absenteeism Procedure**

The health care profession depends on reliable individuals to be routinely present to perform their position responsibilities on their scheduled days. Often anxious and under duress due to their illness and its potential outcome, it is the patient’s perception and expectation that there will always be a skilled individual readily available to attend to them and their needs. The clinical experience trains the student to meet this expectation. During the clinical experience, the potential employer observes not only the student’s technical skills but also the student’s attitude, adaptability, and reliability.

A student is permitted one absence (holiday, sick, or personal use) for each clinical experience. This single absence, referred to as a **personal day**, is not required to be made up and cannot be carried over to future semesters. The personal day cannot be used during special limited assignment rotations. Limited assignment rotations consist of but are not limited to pediatric rotation, high-risk rotation, surgical rotation, neonatal rotation, and lecture commitments.

The student is to notify the clinical site instructor and the College’s site visitor if she or he will be absent. If the designated person in unavailable, the student is to leave a message and obtain the name of the person with whom she/he spoke. The student is to record the absence on the attendance log, the name of the person notified, the time, and the reason for the absence. The student is to call the clinical site and the College site visitor every time that she/he is absent or late. Failure to follow this procedure on reporting an absence will result in an **unexcused absence**.

Additional absences require make-up time. Documentation as to the cause of any absences may be required. Two (2) absences (not including the personal day) within any single clinical course offering are grounds for dropping the student’s earned course grade by one letter grade. For every additional day of absence, the clinical course grade will be dropped another letter grade.

**Excessive absenteeism** is three (3) or more absences within a clinical course session (not including the personal day). Excessive absenteeism is grounds for dismissal from the Program and denial of access to the clinical site.

2. **Internships, Practicums and Co-op - Not Applicable**
3. Service Requirements

Students are required to demonstrate proof of participation in a service project during their tenancy in the Program. Throughout the year, the College, the Health Career Division, and the Program provide a number of opportunities for this requirement; however, students are free to meet this requirement outside of the immediate College environment contingent upon appropriate, verifiable documentation. The student will submit proof of service with their career portfolio, the primary project of the Sonography Capstone course.

Continuing Medical Education (“CME”)

To develop the habit and need for lifelong learning, students are required to obtain a minimum of two (2) CME activities per year. One or more of these CME activities must be from attending a regional and/or continuing education session. The student is to submit CME proof with their career portfolio in the Capstone course.

Wellness Program

Sonography students are to promote principles of good health and are required to submit proof of two (2) Wellness activities a year. Students must present proof of Wellness activities in their career portfolio in the Sonography Capstone course.

4. Performance Expectations

Appropriate Behavior and Professional Conduct

DMS students are to conduct themselves in an ethical and professional manner at all times. They must be aware of the need to inspire confidence on the part of patients and the medical staff observing their performance. In many ways, the student’s opportunities to learn, and later, to obtain employment, will depend on her/his success in achieving this goal. Each student’s behavior will reflect on the Program as a whole, on one’s classmates, and may affect how subsequent classmates are accepted or treated at a clinical rotation site.

Cell phones and cameras are not to be in any area that a patient, their visitors, or their medical records are located.

It is inappropriate or unprofessional to post photos, comments, or other forms of electronic media of faculty, students, clinical personnel or patients to their social media sites such as, but not limited to: Face Book, WhatsApp, Instagram, Twitter, blogs, etc., without the before mentioned person’s permission.

• It is inappropriate or unprofessional to supply or forward photos, comments or other web-based materials to anyone for posting on any web-based communication sites without that person’s consent.
• It is a HIPAA violation to post clinical scenarios on social media sites; this includes both personal and group pages. The course classroom is the only appropriate setting for discussing clinical scenarios.

Clinical site staff and future employers may view potential student/candidate’s websites. Students should review their site(s) for any unprofessional images or language that may lead to a clinical rotation refusal or job interview rejection.

Evidence of behavior referred to the Program Director considered inappropriate will result in disciplinary sanctions, up to and including the student’s suspension or dismissal from the Program. Such behavior includes, but is not limited to, the following:

• Any form of dishonesty including, but not limited to: plagiarism, cheating on examinations, lying, and falsifying: attendance, Program or College required information, or medical records.
• Excessive absenteeism or tardiness.
• Failure to abide by the professions code of conduct and the scope of practice.
• Use of profane, vulgar, abusive, obscene, or threatening language while representing the College during participation in Program activities.
• Physical or verbal abuse of any person on College premises, clinical site property, or at functions sponsored or supervised by the College or Program.
• Illegally obtaining, possessing, selling, or using controlled substances.
• Selling, distributing, using, or being under the influence of any drugs or alcoholic beverages on College or clinical site property or at functions sponsored or supervised by the College or Program.
• Possession of guns, knives, or other weapons on the College or clinical site premises or at functions sponsored or supervised by the College or Program.
• Failure to comply with HIPAA policies.
• Uncooperative, hostile, or disrespectful attitudes directed toward patients (or their visitors), instructors, College or clinical site staff, visitors, or fellow students.
• Failure to comply with clinical site rules and regulations.
• Conviction of a felony or offense involving moral turpitude while a Sonography student.
• Failure to adhere to these policies and procedures or any actions that violate others’ rights or freedoms or disrupt the regular operation of the College or College activities, or the spirit in which they are offered.

5. Holidays
The College holidays procedure lists recognized holidays. These dates are included as part of the College closed days on the Academic Calendar. In addition to these dates, the College will close for Thanksgiving Recess and Winter Break. No credit courses will be offered on campus during Spring Break.

6. Hours
Clinical Clock Hours
Clinical education is an integral part of the Program. A student is to complete her/his clinical clock-hours. In the event the student does not meet the clock-hour requirement, the student is required to arrange with the clinical coordinator for completion of her/his clock-hour obligation. Acceptable arrangements include the mutual agreement between the clinical site (for the arrangement of making up clock-hour requirements), the College site visitor and the student. This obligation is to be fulfilled during the clinical experience in which the absence occurred.

Student clinical hours are calculated by subtracting the lunchtime from the number of hours between the arrival time and the departure time. Students must follow the rules of the site regarding lunch break time. The student is responsible for adjusting their clinical hours to reflect longer lunch breaks. Whenever the clinical rotation schedule exceeds six (6) hours a day, a 30-minute lunch break must be taken.

Students are not to accrue any additional clinical experience intending to decrease the length of the clinical rotation. Accumulating lunch breaks and mid-day breaks to decrease the clinical hours is not permitted. Clinical hours and/or clinical competencies performed outside of assigned scheduled clinical rotation will not be recognized.

Students are to adhere to the clinical schedule as published in the course schedule offerings. Deviations from the schedule must be pre-approved by the Clinical Coordinator.

In instances when the required clinical clock-hours are not met, the clinical course letter grade will be dropped one letter grade for every sixteen (16) clinical hours missing. This will be in addition to any other letter grade drops that the student may have earned.
A student who is unable to complete a clinical course for reasons totally beyond his/her control, (i.e. an emergency medical condition) may petition to withdraw from the clinical educational experience in accordance with College Policy. The student should first arrange to discuss with the Program Director the impact the withdrawal may have on the student’s graduation date.

In extenuating circumstances, as determined solely by the instructor, a student may receive a letter grade of "I" (incomplete) when she or he has not met the clinical education experience requirements indicated by the course syllabus. The student is not permitted to progress in the curriculum with an “I” grade.

**Student Vacation**

Students are to limit their vacation/travel plans to the designated semester break times. At times, a mandatory process (i.e. clinical site onboarding) needs completion during the semester break for the following semester’s clinical session. Make requests about extenuating circumstances in writing to the Program Director. Consultation with the instructors will be necessary to determine approval of the request as clinical time and assessments missed are to be made up during the same session offering.

**Outside Employment**

Students enrolled in the Program are cautioned regarding employment. The intensity and continuity of the Program is such that employment may detract from course responsibilities.

- Employment is not an acceptable excuse for violation of the attendance policy and is not to interfere with the regular educational hours. Nor is a conflicting work schedule is not just cause for a change in clinical rotation assignment or schedule.
- Employment should not interfere with the satisfactory level of the student’s performance in her/his regular academic responsibilities.
- Students employed in a sonographic clinical setting must be performed outside of regular educational hours, must be non-compulsory, paid, and subject to standard employee policies.

7. **Emergency Closings and Inclement Weather**

When determining a closure the College will utilize the Emergency Closing Procedure.

On days when the College closes or cancels classes due to an emergency, catastrophic event or severe weather, students are to use discretion in determining attendance at the clinical site. Those choosing not to attend are to notify their clinical site instructor of their absence and are required to make up any missed time.
APPENDICES

Appendix I—Glossary of College and Program Terminology

**Academic Behavior**: refers to the standards that are expected for students to successfully complete coursework designated for their specific program of study, degree, and/or certificate.

**Appeal Panel**: refers to an approved body of individuals designated to review and make a determination on a decision that the student found unfavorable.

**Closing**: refers to the closure of the College or a specific campus or campuses for a designated reason (e.g., weather, natural disaster, utility outage, etc.). [Emergency Closing](#).

**Code**: refers to the Student Conduct Code (3354: 1-30-03.5) and Student Judicial System (3354:-1-30-03.6) and identifies prohibited conduct and clarifies when the code applies to student behavior.

**Complaint**: refers a matter that the complainant believes requires institutional attention. Select the appropriate category here [Student Complaints, Concerns and Compliments](#).

**Conduct**: refers to student behaviors as it relates to prohibited actions as described in the Student Code of Conduct and related College Policies and Procedures. Student Code of Conduct can be found [Student Conduct Code and Student Judicial System](#).

**Contractor/Vendor**: refers to any individual or entity that has been contracted/retained to provide a service to the College.

**Credit Course**: refers to coursework that awards academic credit towards a degree and/or certificate.

**Disciplinary Action**: refers to corrective remedies imposed as a result of findings and recommendations from a program conduct meeting, level one hearing, and/or program professional conduct committee review.

**Dismissal, College**: refers to separation of the student from the College for a definite period of time. Conditions for readmission are outlined in the Student Code of Conduct sanction descriptions.

**Dismissal, Programmatic**: refers to separation of the student from a specific academic program. Conditions for readmission are specific to each program.

**Ethics**: refers to generally accepted professional standards of behavior as documented in the Codes of Conduct, Professional Ethical Standards, etc. of external professional organizations, licensure boards, etc.

**Expulsion**: refers to permanent separation of the student from all College locations, events and activities. An expulsion is denoted on a student’s permanent transcript.

**Faculty**: refers to any permanent College employee assigned full-time to instruct credit course(s).

**Grade Dispute**: refers to a challenge to a recorded grade (final grades only — does not apply to individual assignments or midterm grades), and must be filed by a student to the Academic Affairs Office at the campus to which the course was associated no later than sixty (60) days after the disputed grade is recorded. Link: [Student Complaints, Concerns and Compliments](#).

**Grievance**: refers specifically to the ADA/Section 504 Grievance Procedure as outlined in the Student Handbook and available here: [Student Complaints, Concerns and Compliments](#).
Guidelines: refers to operating principles specific to a College program or department.

Instructor/Adjunct Faculty: refers to any individual assigned to instruct a credit/non-credit course, workshop, training seminar, summer camp, etc.

Lecturer: refers to a full time instructor with a specific term related contract who has all of the duties and responsibilities of a full time faculty member at the college.

Non-Credit Course: refers to coursework that does not award academic credit towards a degree and/or certificate.

Peer Panel: refers to a body of individuals consisting of faculty in a specific discipline who evaluate a student’s specific request regarding a disputed grade.

Policy: refers to documented operating principles for the College as approved by the Board of Trustees.

Policy and Procedure: Policies and procedures act as the operating principles for Cuyahoga Community College. All official College polices must be approved by the College’s Board of Trustees and all official procedures must be reviewed and approved by the Office of Legal Services prior to the effective date.

Preceptor: "Internal" / "External"

- Internal preceptor refers to an employee of Cuyahoga Community College who works with students in matters related to experiential learning.

- External preceptor/ Affiliate Education Supervisor refers to an employee of a clinical or experiential site who is not an employee of Cuyahoga Community College. External preceptors supervise student experiential learning and often provide feedback and assessments of the student to the program.

Probation, College (Academic): refers to a status that follows after a student is not performing at a successful level. The College’s Academic Probation policy is found here: Procedure on Academic Status

Probation, College (Behavioral): refers to a written reprimand for a designated period of time and includes the probability of more severe disciplinary action if the student violates any College rules during the probationary period. College Behavioral Probation is found here Student Conduct Code and Student Judicial System

Probation, Programmatic: refers to a student being placed on probation as a result of a corrective action panel specific to a program.

Procedure: refers to documented standard practices of how a board-approved policy is carried out.

Professional Conduct Committee: refers to a committee established to review a student’s academic performance and/or professional behavior at the programmatic level and may make appropriate recommendations pertinent to any eligible behavioral modification and/or remedial actions.

Professionalism and Professional Conduct: refers to behavioral expectations and guidelines set forth in programmatic, clinical, experiential and professional associations and organizational guidelines. These expectations and guidelines may appear in various forms such as a code of ethics, clinical facility guidebooks, and/or practicum/internship expectations, etc. These expectations and guidelines are in addition to the College’s official policies and procedures.

Protocols: refer to step-by-step processes specific to a College program or department.
**Readmission:** refers to the delineated process for the reinstatement of a student subsequent to a period of separation from the College and/or a College program.

**Reinstatement:** refers to the process by which a student returns to good standing at the College or in a specific academic program after a period of probation/suspension/dismissal.

**Remediation:** refers to a program-specific process of improving student performance. Remedial actions are not disciplinary actions.

**Responsible Employee:** refers to any individual required to take action based on reportable misconduct. All College employees have an obligation to adhere to the reporting requirements prescribed in applicable laws, regulations and College mandates.

**Sanction:** refers to any corrective action taken as a result of a student behavioral decision.

**Staff Member:** refers to any employee (part time/full time) of Cuyahoga Community College in a non-instructional role who performs duties as assigned.

**Standards:** refers to guidelines established by accreditation and approving bodies (e.g. state governing bodies) that a program must adhere to in order to maintain status.

**Student:** refers to anyone enrolled in a course of study at the College whether in a credit or non-credit course, workshop, training seminar, summer camp, etc. Applicants may also be considered ‘students’ under certain delineated circumstances.

**Suspension:** refers to a temporary separation from the College or a specific academic program for a defined period of time as results of academic or behavioral issues. Eligibility for readmission may be contingent upon satisfactory or specific condition imposed at the time of suspension.

**Withdrawal:** refers to the process through which a student withdraws or is removed from coursework.
Appendix II – Cuyahoga Community College Student Incident Report Form

Appendix III – Handbook Acknowledgement Form

There is no need to complete this form for the Diagnostic Medical Sonography Program. It and other mandatory forms will be provided in a digital format to the student prior to the New Program Student Orientation. These forms will be digitally signed by the student and returned to the Program Director, so that an electronic file is available for accreditation visitors.

I acknowledge I have received, read, and understand the contents of the student handbook for the Nuclear Medicine Technology program. By signing this document, I affirm that I understand and agree to adhere to the contents of the program handbook.

In addition to acknowledging and affirming the statements above, by signing this document I also acknowledge and accept that the College and the program reserve the right to revise the above-referenced handbook, documentation, and guidance at any time without notice. I also understand and accept that certain information, including but not limited to student directory information, immunization records, and background check results may be disclosed in the course of my enrollment in accordance with applicable laws, regulations, and College policies and procedures.

Name (please print):

________________________________________________________

Signature:

________________________________________________________

Date:

________________________________________________________

Student #

________________________________________________________