



Fall Quarter 201002
EMS – 133
CRN - 20787
Cardiology II
COURSE SYLLABUS



INSTRUCTOR: Michael Ray Powers

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OFFICE HOURS: Mondays and Wednesdays 11630 – 1800
Tuesdays and Thursdays 0830 - 0930

OFFICE LOCATION: Louie Livingston Hall, 2nd Floor, Room 224K

CLASS LOCATION: Louie Livingston Hall, 2nd Floor, Room 217

COURSE LENGTH AND CREDIT: 50 clock hours, 4 credit hours

CLASS TIMES AND LOCATION:

- 0930 – 1230 Room 217
- 1230 – 1330 Lunch Break
- 1330 – 1730 Room 217

CLASS DAYS: Tuesdays and Thursdays

COURSE DATES: 10/06/2009 – 12/15/2009

METHOD OF INSTRUCTION:

- Classroom Lecture and Lab

REQUIRED TEXTBOOK(S):

- AAOS Nancy Caroline's Emergency Care in the Streets

REQUIRED SUPPLIES:

- Course textbook, an American Heart Association ACLS Textbook, and any supplies necessary to take notes and complete exams (i.e., Notebook, Pens, Pencils, Note-cards, and Paper).

EMS 133 - Cardiology II**Course Description**

This course expounds on the objectives in Cardiology I emphasizing advanced patient assessment and management of the cardiac patient. Topics will include advanced cardiovascular assessment, pharmacological intervention, electrical intervention, and emergency resuscitative treatment utilizing the American Heart Association's Advanced Cardiac Life Support (ACLS) Providers course. This course provides instruction on topics in Division 5 (Medical), Section 2 (Cardiology) of the USDOT/NHTSA Paramedic National Standard Curriculum.

Competency Areas**Hours**

Assessment of the Cardiac patient	Class	3
Emergency Resuscitative Equipment	D. Lab	2
Assessment and Management of Cardiovascular Emergencies	P.	0
	Lab/O.B.I.	
	Credit	4

Prerequisite: EMS 126, EMS 127, EMS 128, EMS 129, AHS 101

Corequisite: EMS 132

Course Guide

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
ASSESSMENT OF THE CARDIAC PATIENT		5	3	0
History and physical exam	Identify and describe the details of physical exam specific to the cardiovascular system.			
	Define pulse deficit, pulsus paradoxus and pulsus alternans.			
	Identify the normal characteristics of the point of maximal impulse (PMI).			
	Identify and define the heart sounds.			
	Relate heart sounds to hemodynamic events in the cardiac cycle.			
	Describe the differences between normal and abnormal heart sounds.			
	Identify and describe the components of the focused history as it relates to the patient with cardiovascular compromise.			
	Based on field impressions, identify the need for rapid intervention for the patient in cardiovascular compromise.			
	Identify what is meant by the OPQRST of chest pain assessment.			
	Value the sense of urgency for initial assessment and intervention in the patient with cardiac compromise.			
	Perform, document and communicate a cardiovascular assessment.			
	Demonstrate how to evaluate major peripheral			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	arterial pulses.			
The 12-Lead ECG	Describe the abnormalities originating within the bundle branch system.			
	Recognize the pitfalls in the differentiation of wide QRS complex tachycardias.			
	Describe the phenomena of reentry, aberration and accessory pathways.			
	Identify the ECG changes characteristically produced by electrolyte imbalances and specify the clinical implications.			
	Identify patient situations where ECG rhythm analysis is indicated.			
	Recognize the ECG changes that may reflect evidence of myocardial ischemia and injury.			
	Recognize the ECG limitations in reflecting evidence of myocardial ischemia and injury.			
	Correlate abnormal ECG findings with clinical interpretation.			
	Describe the incidence, morbidity and mortality associated with myocardial conduction defects.			
	Defend patient situations where ECG rhythm analysis is indicated.			
EMERGENCY RESUSCITATIVE TREATMENT		5	1	0
Electrical therapeutic interventions	Identify the clinical indications for transcutaneous and permanent artificial pacing.			
	Describe the components and the functions of a transcutaneous pacing system.			
	Explain what each setting and indicator on a transcutaneous pacing system represents and how the settings may be adjusted.			
	Describe the techniques of applying a transcutaneous pacing system.			
	Describe the characteristics of an implanted pacemaking system.			
	Describe artifacts that may cause confusion when evaluating the ECG of a patient with a pacemaker.			
	List the possible complications of pacing.			
	List the causes and implications of pacemaker failure.			
	Identify additional hazards that interfere with artificial pacemaker function.			
	Recognize the complications of artificial pacemakers as evidenced on ECG.			
Pharmacologic therapeutic interventions	Describe the most commonly used cardiac drugs in terms of therapeutic effect and dosages, routes of administration, side effects and toxic effects.			
ASSESSMENT AND MANAGEMENT OF CARDIOVASCULAR EMERGENCIES		20	24	0
Angina	Describe the epidemiology, morbidity and mortality, and pathophysiology of angina pectoris.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	List and describe the parameters to be evaluated in a patient with angina pectoris.			
	Identify what is meant by the OPQRST of chest pain assessment.			
	List other clinical conditions that may mimic signs and symptoms of coronary artery disease and angina pectoris.			
	Identify the ECG findings in patients with angina pectoris.			
	Identify the paramedic responsibilities associated with management of the patient with angina pectoris.			
	Based on the pathophysiology and clinical evaluation of the patient with chest pain, list the anticipated clinical problems according to their life-threatening potential.			
Myocardial infarction	Describe the epidemiology, morbidity and mortality of myocardial infarction.			
	List the mechanisms by which an MI may be produced by traumatic and non-traumatic events.			
	Identify the primary hemodynamic changes produced in myocardial infarction.			
	List and describe the assessment parameters to be evaluated in a patient with a suspected myocardial infarction.			
	Identify the anticipated clinical presentation of a patient with a suspected acute myocardial infarction.			
	Differentiate the characteristics of the pain/discomfort occurring in angina pectoris and acute myocardial infarction.			
	Identify the ECG changes characteristically seen during evolution of an acute myocardial infarction.			
	Identify the most common complications of an acute myocardial infarction.			
	List the characteristics of a patient eligible for thrombolytic therapy.			
	Describe the "window of opportunity" as it pertains to reperfusion of a myocardial injury or infarction.			
	Based on the pathophysiology and clinical evaluation of the patient with a suspected acute myocardial infarction, list the anticipated clinical problems according to their life-threatening potential.			
	Specify the measures that may be taken to prevent or minimize complications in the patient suspected of myocardial infarction.			
	Value and defend the sense of urgency necessary to protect the window of opportunity for			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	reperfusion in the patient with suspected myocardial infarction.			
	Based on the pathophysiology and clinical evaluation of the patient with acute myocardial infarction, characterize the clinical problems according to their life-threatening potential.			
	Defend the measures that may be taken to prevent or minimize complications in the patient with a suspected myocardial infarction.			
Heart failure	Describe the epidemiology, morbidity and mortality of heart failure.			
	Define the principle causes and terminology associated with heart failure.			
	Identify the factors that may precipitate or aggravate heart failure.			
	Describe the physiological effects of heart failure.			
	Define the term "acute pulmonary edema" and describe its relationship to left ventricular failure.			
	Relate preload, afterload and left ventricular end-diastolic pressure to the pathophysiology of heart failure.			
	Differentiate between early and late signs and symptoms of left ventricular failure and those of right ventricular failure.			
	Explain the clinical significance of paroxysmal nocturnal dyspnea.			
	Explain the clinical significance of edema of the extremities and sacrum.			
	List the interventions prescribed for the patient in acute congestive heart failure.			
	Describe the most commonly used pharmacological agents in the management of congestive heart failure in terms of therapeutic effect, dosages, routes of administration, side effects and toxic effects.			
Cardiac tamponade	Describe the most commonly used pharmacological agents in the management of congestive heart failure in terms of therapeutic effect, dosages, routes of administration, side effects and toxic effects.			
	Define the term "cardiac tamponade."			
	List the mechanisms by which cardiac tamponade may be produced by traumatic and non-traumatic events.			
	Identify the limiting factor of pericardial anatomy that determines intrapericardiac pressure.			
	Identify the clinical criteria specific to cardiac tamponade.			
	Describe how to determine if pulsus paradoxus, pulsus alternans or electrical alternans is present.			
	Identify the paramedic responsibilities associated			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	with management of a patient with cardiac tamponade.			
Cardiogenic shock	Define the term "cardiogenic shock."			
	Describe the major systemic effects of cardiogenic shock.			
	Explain the primary mechanisms by which the heart may compensate for a diminished cardiac output and describe their efficiency in cardiogenic shock.			
	Differentiate progressive stages of cardiogenic shock.			
	Identify the clinical criteria for cardiogenic shock.			
	Describe the characteristics of patients most likely to develop cardiogenic shock.			
	Describe the most commonly used pharmacological agents in the management of cardiogenic shock in terms of therapeutic effects, dosages, routes of administration, side effects and toxic effects.			
	Correlate abnormal findings with clinical assessment of the patient in cardiogenic shock.			
	Identify the paramedic responsibilities associated with management of a patient in cardiogenic shock.			
Hypertension	Describe the incidence, morbidity and mortality of hypertensive emergencies.			
	Define the term "hypertensive emergency."			
	Identify the characteristics of patients at risk for developing a hypertensive emergency.			
	Explain the essential pathophysiological defect of hypertension in terms of Starling's law.			
	Identify the progressive vascular changes associate with sustained hypertension.			
	Describe the clinical features of the patient in a hypertensive emergency.			
	Rank the clinical problems of patients in hypertensive emergencies according to their sense of urgency.			
	From the priority of clinical problems identified, state the management responsibilities for the patient with a hypertensive emergency.			
	Identify the drugs of choice for hypertensive emergencies, rationale for use, clinical precautions and disadvantages of selected antihypertensive agents.			
	Correlate abnormal findings with clinical interpretation of the patient with a hypertensive emergency.			
	Defend the urgency based on the severity of the patient's clinical problems in a hypertensive emergency.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	From the priority of clinical problems identified, state the management responsibilities for the patient with a hypertensive emergency.			
Vascular disorders	Describe the incidence, morbidity and mortality of vascular disorders.			
	Describe the pathophysiology of vascular disorders.			
	List the traumatic and non-traumatic causes of vascular disorders.			
	Define the terms "aneurysm," "claudication" and "phlebitis."			
	Identify the peripheral arteries most commonly affected by occlusive disease.			
	Identify the major factors involved in the pathophysiology of aortic aneurysm.			
	Recognize the usual order of signs and symptoms that develop following peripheral artery occlusion.			
	Identify the clinical significance of claudication and presence of arterial bruits in a patient with peripheral vascular disorders.			
	Describe the clinical significance of unequal arterial blood pressure readings in the arms.			
	Recognize and describe the signs and symptoms of dissecting thoracic or abdominal aneurysm.			
	Describe the significant elements of the patient history in a patient with vascular disease.			
	Identify the hemodynamic effects of vascular disorders.			
	Identify the complications of vascular disorders.			
	Identify the Paramedic's responsibilities associated with management of patients with vascular disorders.			
	Develop, execute and evaluate a treatment plan based on the field impression for the patient with vascular disorders.			
	Based on the pathophysiology and clinical evaluation of the patient with vascular disorders, characterize the clinical problems according to their life-threatening potential.			
	Value and defend the sense of urgency in identifying peripheral vascular occlusion.			
	Value and defend the sense of urgency in recognizing signs of aortic aneurysm.			
Clinical applications of advanced cardiac life support	Differentiate between signs and symptoms of cardiac tamponade, hypertensive emergencies, cardiogenic shock, and cardiac arrest.			
	Based on the pathophysiology and clinical evaluation of the patient with chest pain, characterize the clinical problems according to their life-threatening potential.			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	Apply knowledge of the epidemiology of cardiovascular disease to develop prevention strategies.			
	Integrate pathophysiological principles into the assessment of a patient with cardiovascular disease or chest pain and synthesize patient history, assessment findings and ECG analysis to form a field impression for the patient with cardiovascular disease.			
	Integrate pathophysiological principles to the assessment of a patient in need of a pacemaker and synthesize patient history, assessment findings and ECG analysis to form a field impression for the patient in need of a pacemaker.			
	Develop, execute, and evaluate a treatment plan based on field impression for the patient in need of a pacemaker.			
	Synthesize patient history, assessment findings and ECG analysis to form a field impression for the patient with angina pectoris or myocardial infarction.			
	Develop, execute and evaluate a treatment plan based on the field impression for the patient with chest pain.			
	Integrate pathophysiological principles into the assessment of a patient with a suspected myocardial infarction or heart failure and synthesize assessment findings and patient history information to form a field impression of the patient with heart failure or cardiogenic shock.			
	Develop, execute and evaluate a treatment plan based on the field impression for the suspected myocardial infarction or heart failure patient.			
	Integrate pathophysiological principles to the assessment of a patient with cardiac tamponade and synthesize assessment findings and patient history information to form a field impression of the patient with cardiac tamponade.			
	Develop, execute and evaluate a treatment plan based on the field impression for the patient with cardiac tamponade.			
	Integrate pathophysiological principles to the assessment of the patient with a hypertensive emergency and synthesize assessment findings and patient history information to form a field impression of the patient with a hypertensive emergency.			
	Develop, execute and evaluate a treatment plan based on the field impression for the patient with a hypertensive emergency.			
	Synthesize assessment findings and patient history			

Competency	After completing this section, the student will:	Hours		
		Class	D.Lab	P.Lab/ O.B.I.
	information to form a field impression of the patient with cardiogenic shock.			
	Develop, execute, and evaluate a treatment plan based on the field impression for the patient with cardiogenic shock.			
	Integrate the pathophysiological principles to the assessment of the patient with cardiac arrest and synthesize assessment findings to formulate a rapid intervention for a patient in cardiac arrest, including consideration of termination of resuscitative efforts.			
	Integrate pathophysiological principles to the assessment of a patient with vascular disorders and synthesize assessment findings and patient history to form a field impression for the patient with vascular disorders.			
	Given the model of a patient with signs and symptoms of heart failure, position the patient to afford comfort and relief.			
	Demonstrate how to determine if pulsus paradoxus, pulsus alternans or electrical alternans is present.			
	Demonstrate satisfactory performance of psychomotor skills of basic and advanced life support techniques according to the current American Heart Association Standards and Guidelines.			
Final written and practical testing	Successfully complete a final written and practical examination over all material covered in this course.			

Suggested Resources

- Bledsoe, et al; Essentials of Paramedic Care 1st ed., 2003; Brady Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-098792-1
- Sanders, et al; Mosby's Paramedic Textbook 2nd ed., 2002; Mosby Publishing, Philadelphia, PA 19106; ISBN: 032301416X
- Bledsoe, et al; Paramedic Care: Principles & Practice- Vol. 3-Medical Emergencies 1st ed.; 2001; Brady-Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-021598-8
- Walraven, Gail; Basic Arrhythmias 5th ed., 1999; Brady Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-8359-5305-X
- Dalton et al; Advanced Medical Life Support 2nd ed.; 2003; Brady Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-098632-1
- AHA, Advanced Cardiac Life Support 2001, American Heart Association; Dallas, TX 75231; ISBN: 0-87493-327-7
- West, et al; Understanding 12-Lead EKGs 1st ed.; 2000; Brady Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0130272817
- Mistovich et al; Prehospital Cardiac Life Support 2nd ed.; 2004; Prentice Hall Publishing, Upper Saddle River, NJ 07458; ISBN: 0-13-110143-9
- Phalen; The 12-Lead ECG in Acute Myocardial Infarction 1st ed., 1996; Mosby Publishing, Philadelphia, PA 19106; ISBN: 0815167520

HGTC ID Badge:

You MUST wear your HGTC ID badge while on school property or during clinical rotations. The ID should be worn such that it is noticeably displayed between the neck and waist.

STATEMENT OF TEACHING APPROACH:

Most classes will consist of lectures; however, I see my role as a facilitator in the learning process. By that, I mean that I present the topic that needs to be learned, but I allow you, the student, to assume the responsibility of researching and mastering the material. By taking this responsibility, you are in control of your own education. I cannot possibly teach everything--- you must read ahead and keep up, prepare for class each day, and ask questions over anything you do not understand. I will present the main points in class, using various methods (i.e., lecture, power-point, video, handouts, and/or demonstration). If you attend class, keep up, pay attention, do the work expected of you as outlined in this syllabus, then you should be successful in the course. HONESTY IS MY POLICY AND I WILL NOT TOLERATE CHEATING TO ANY DEGREE!

FINAL CLASS AVERAGE BREAKDOWN:

ACTIVITIES	%	GRADING SCALE
Chapter Exams	35%	A (90-100)
Final Exam	25%	B (80-89)
Chapter Quizzes	15%	C (70-79)
Chapter Handouts	15%	D (60-69)
End of Chapter Quiz	05%	F (0-59)
Research Project	05%	

TCSG GUARANTEE/WARRANTY STATEMENT:

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

All health science programs require an average of 70% or greater (a grade of “C”) to successfully meet the competency requirements for a course. A grade of “D” is not passing for this course. When grades reflect 0.5-0.9, these tenths of points will be calculated when averaging grades. Example: A grade of 69.4 will be rounded down, so the actual score/grade will be a 69; A grade of 69.5 will be rounded up, so the actual grade will be a 70.

END OF CHAPTER – REVIEW QUIZ: At the end of each chapter there is a Review Quiz. Everyone should have a printed copy of that quiz. This quiz are due the day we begin that chapter. Chapter Review Quizzes count 05% of the total course grade.

CHAPTER QUIZZES: Each chapter will have an announced quiz. If you are absent on the day of the quiz, your grade will be a “0” for that quiz unless you bring in a “bona fide” excuse, on the day of your return to class. If the instructor deems you excused, you will be allowed to take a make-up quiz as arranged by the instructor. This quiz will be different from the one missed and must be made up outside of class times. Chapter quizzes count 15% of the total course grade.

CHAPTER EXAMS (TESTS): There will be several Chapter Exams, an ACLS Exam, and a comprehensive final (TAD Test) during the last week of the course/class. If you are absent on the day of the exam, your grade will be “0” for that exam unless you bring in a “bona fide” excuse, on the day of your return to class. If the instructor deems you excused, you will take a make-up exam as arranged by the instructor. This exam will be different from the one missed and must be made up outside of class times. On EXAM days, please come to class prepared, relaxed, and ready to take the exam. Get out what you need to take the exam and put everything else away. Raise your hand if you have a question and I will come to your desk. Do not interrupt others taking the test. You may leave the room quietly when finished, but it is your responsibility to know when class resumes if further lectures are planned. Chapter exams and the PHTLS Exam count 35% of the total course grade; and the Final Exam (TAD Test) counts 25% of the total course grade.

HANDOUTS/ASSIGNMENTS: Each Chapter will have a take-home handout/assignment. Take-home handout/assignments will be due the day we begin that chapter. If a handout/assignment is not turned in on the due date, your grade will be a “0” for that handout/assignment. Homework handouts/assignments count **15%** of the total course grade.

RESEARCH PROJECT: In each Paramedic Technology course, you are required to complete a research project. During the early part of the quarter a list of topics, to choose from, will be provided; No two students can choose the same topic. The details of the assignment and instructions on how to complete the project will be given in a separate handout after the quarter begins. You will be given a due-date for the assignment and I DO NOT ACCEPT LATE ASSIGNMENTS. If you do not hand in your project by the due date, you will receive a “0”. This project will follow a prescribed format and counts **5%** of the total course grade. This project will relate to the course or profession of prehospital medicine. The paper must have a cover page with the student’s name and title of the paper, date, course number, quarter/year/ and the instructor’s name all centered on the cover page. The paper must be typed in Times New Roman font (size 12), lines should be double spaced, and the paper must be three pages (minimum), with 3 resources referenced on a works cited page. One resource must be from an internet source. A copy of resources must accompany the research project when handed in. The grading process will be per an established rubric with points awarded for title (cover) page, introduction, body, conclusion, works cited, presentation, and additional grading criteria.

OBJECTIVES: Each Chapter has a set of objectives. The objectives will be covered in the course; however, it is your responsibility to inform me if you feel that you do not completely understand them. I would suggest that you constantly review, read, study, and research each objective to ensure that you understand each one.

MAKE-UP POLICY

Provided a make-up is allowed in accordance with course syllabus and approved by the instructor; students who have received prior approval, must make up work missed (exams, assignments, etc.) within three instructional days, or the grade is a zero.

ATTIRE: You should be appropriately dressed. This is HGTC school policy so read very carefully. Remember you are studying to be health care professionals. Therefore, I expect you to **DRESS IN A PROFESSIONAL MANNER CONSISTENT WITH THE PARAMEDIC PROFESSION.** Your clothes must be clean and above all professional. Talk to me or the Department chair if you have questions. Remember your dress and appearance are important in the workplace and count toward your work ethics grade. **THE PARAMEDIC TECHNOLOGY PROGRAM REQUIRES YOU TO WEAR A FOREST GREEN POLO SHIRT AND KHAKI SLACKS DURING CLASS, AND WHILE AT CLINICAL. ABSOLUTELY, NO JEANS WILL BE ALLOWED.**

Here is the HGTC policy on personal dress: (Found in the Student Handbook)

Students are expected to maintain proper personal appearance at all times. The attire and grooming should be appropriate for the occupational area in which the student is training. Appropriate is what one normally would wear on a job in the specific area of training. Any attire considered unsafe or disruptive to the class will not be allowed.

Students inappropriately dressed or dressed in a manner that could present a safety hazard will not be allowed to attend class. Students are expected to practice good personal hygiene. These requirements are designed to instill in each student a sense of order and respect for himself/herself, other students, and the faculty.

The wearing of work-related headgear is restricted to the department area in which the student is enrolled. An exception to this policy is if the headgear is part of a HGTC recognized uniform

such as the nurse cap. It is inappropriate for headgear (baseball caps, stocking caps, etc.) to be worn indoors by either male or female students. A primary mission of the Heart of Georgia Technical College is to prepare students for workplace success; appearance is a major concern employers identify as an area of needed emphasis.

ATTENDANCE POLICY: Your success in this course is highly dependent upon your active engagement with the material presented within. Class attendance is required for successful completion of the course. I expect you to be at every class. I often give information in class that is not found in the textbook, so you may miss important material if you miss class. Remember, this is a six (6) hour class; lots of information is given in that time period. If you miss even *one* class, you may miss a significant amount of instruction. There will be penalties for absences and your absences will affect your work ethics grade. **If you miss more than 10% of the total classes during the course, you will be dropped from the class in adherence to HGTC and TCSG policies.** Refer to HGTC *Catalog, Student Handbook, and DHR Guidelines* for explanation of the attendance policy. Should a student miss a class, it is his/her responsibility to obtain notes, handouts, etc; and to schedule outside work time, makeup exams, etc. with the instructor. Students are expected to contact the instructor **prior** to class if they must be absent. Students making no contact with me by five minutes after the beginning of class (for example: If class is to start at 10:00 AM, and a student has not contacted me by 10:06 AM, he/she **will be counted absent**). You may still attend the class and participate; however, you will be counted absent for that day. Students can page me, leave a message via my office phone, email me, or you may leave a message with the Allied Health secretary at (478) 274-7840.

COMING IN LATE: While I expect you to be on time and in class every day, I realize that circumstances may prevent you from getting to class on time. You are responsible for finding out information given out during the part of the class you missed.

Attendance will be taken (in the form of a sign-in sheet) at the beginning of class and class will start on time. If you are more than 5 minutes late, you will be counted as tardy. Three (3) tardies make one (1) absence. If you are more than 36 minutes late (10% of the class), you will be counted absent for that day.

If you have *excessive* absences of any kind—whether excused or unexcused—you will be dropped from the course. Even if your absences are excused, missing a lot of classes will put you so far behind that you cannot catch up. Remember to check with the financial aid office to determine how being dropped from a class will affect your financial assistance.

It is *your* responsibility to get missed lecture notes, announcements, and assignments. Be sure to find out if handouts were given, so that you can get them from me.

You have the right to appeal for reinstatement to this class after being dropped for excessive absences. You must do so in writing to Mrs. Lynn Walters, secretary to Mrs. Becky Carroll, within 48 hours of being dropped.

SUBMISSION OF WORK:

This course is fast paced and very intense; students are expected to keep up with course activities. All course assignments/tests are due by the day indicated on the course schedule. Students who do not submit assignments or take tests on time will receive a grade of “0” unless prior arrangements have been made with the instructor. Students will be given specific guidelines to follow for all assignments. Failure to complete ALL of the required work will result in the student receiving a final grade of “F”.

INTERNET USAGE: Unless a student is working on a project during a designated time, no student is allowed to access the Internet during designated class times.

CELL PHONES AND OTHER ELECTRONIC DEVICES: While this is, Adult Education and students may have a need for emergency communications with family members (i.e., a sick child); NO AUDIBLE RING TONES during class times are allowed. If there is a need for you to keep a cell phone on during class, then it must be on “Vibrate”. Phones should be used for **Emergencies Only**. NO TEXTING IS ALLOWED DURING CLASS TIMES. For violations of this policy:

- The first offense will be a verbal warning.
- The second offense will be a written warning.
- The third offense will be disciplinary actions.

No electronic devices such as a radio, walkman, etc. are allowed; however, students may record lectures if desired. The student will be expected to maintain punctuality, display correct professional attitude and conduct, and maintain a neat, professional appearance No cell phones are to be brought inside the clinical facility per our clinical policy. Students will receive an unsatisfactory clinical grade for that clinical day. At the second incident of the student having a cell phone in the clinical facility, the student will be given a grade of “F: for the

WORK ETHICS: Business and industry leaders have identified essential work ethics that should be taught and practiced in order to develop a viable and effective workforce. The ten ethics traits are:

1. **Attendance:** attends class, arrives on time; notifies instructor in advance of planned absences; makes up assignments punctually.
2. **Character:** displays loyalty, honesty, trustworthiness, dependability, reliability, initiative, self-discipline, and self-responsibility.
3. **Teamwork:** respects rights of others; is a team worker; is cooperative; is assertive; displays a customer service attitude; seeks opportunities for continuous learning; displays mannerly behavior.
4. **Appearance:** displays appropriate dress, grooming, hygiene, and etiquette.
5. **Attitude:** demonstrates a positive attitude; appears self-confident has realistic expectation of self.
6. **Productivity:** follows safety practices; conserves materials; keeps work area neat and clean; follows directions/procedures.
7. **Organization Skills:** manifests skill in personal management, time management, prioritizing, flexibility, stress management, and dealing with change.
8. **Communication:** displays appropriate nonverbal and verbal skills.
9. **Cooperation:** displays leadership skills; appropriately handles criticism and complaints; demonstrates problem-solving capability; maintains appropriate relationships with supervisors and peers; follows chain of command;
10. **Respect:** deals appropriately with cultural/racial diversity; does not engage in harassment of any kind.

A student is assigned a work ethics grade quarterly in addition to the academic grade for the course. Work Ethics Grade Definitions include:

- 3 Exceeds Expectations
- 2 Meets Expectations
- 1 Needs Improvement
- 0 Unacceptable

ACADEMIC DISHONESTY: HGTC assumes that all students will be truthful to each other and to members of the college community. *All forms of academic dishonesty, including but not limited to cheating on tests/assignments and falsification of information, will call for discipline.* Any student guilty of any form of dishonesty in academic or laboratory work will receive a grade of zero for that work. The second incidence of dishonesty will result in the student being subject to dismissal from HGTC.

TRACS (Tutoring, Referral, Assessment, Career, Services)

The TRACS Center offers a variety of services for all students. Services are provided in Room

113, W. R. Stewart Building, or available online through the HGTC website, by clicking the link “*Career Services*”. <http://www.heartofgatech.edu/main/EdSrvs/StdSrv/CareerPln/2006index.cfm>

Tutoring services are provided **free** of charge to assist all HGTC students in achieving their maximum level of performance in their coursework. Students interested in individualized or group tutoring should contact their instructor or TRACS staff at 478-274-7786 or 478-274-7643. Tutorial Software Online and On site is available to provide supplemental instruction for all students. Areas are available in the TRACS Center, or Library for study groups to meet.

Referrals are made for students who need services provided on the campus of HGTC as well as services available in the community. Students can be referred to the TRACS Center by an instructor/staff member or self-referred by completing an online referral form located at *Student Affairs* link

(http://www.hgtc.org/main/EdSrvs/StdSrv/StudServices/Current_Student/2006index.cfm), *Student Help* link

(https://www.heartofgatech.edu/main/EdSrvs/StdSrv/StudServices/2006online_ReferralForm.cfm). Visit Room 113, W. R. Stewart Building, or call 478-274-7643 for additional information.

Assessments are provided for the college placement assessment; third party assessments for updating professional credentials, earning certifications and licensure and work force development. For information about assessments, visit Room 306, W. R. Stewart Building, or call 47-275-5193.

Career counseling is available to any potential student or current student who is unsure of his or her program choice. For information, visit Room 113, W. R. Stewart Building, or call 478-274-7643.

Services for students with special needs; whether the needs are learning, physical or other, are strongly encouraged to contact their instructor or the Special Needs Facilitator at 478-274-7786. Special needs counseling and support services are provided to qualified students with disabilities to ensure equal access to all programs and activities at HGTC. These services are available to those students who may need individual educational plans, assistive technology, specialized equipment or books, or referral services.

LIBRARY: Please use one of your best resources—the HGTC library located in Room 110 in Louie Livingston Hall on the Dublin campus. A new facility which has study rooms, a computer lab, casual seating, carrels for DVD/CD viewing, a coffee area, and a children’s area all in a wireless environment. The library is open from 7:30 a.m.-8:00 p.m. during the quarter and from 7:30 a.m. to 6:00 p.m. during quarter breaks. From any computer, students have access 24/7 to electronic resources with a quarterly password provided by their instructors. The friendly and helpful staff are available by phone 479-275-6593, email www.library@heartofgatech.edu or FAX 478-275-6594 during business hours and electronically through the “Ask the Librarian” link (on the left side of the library home page) after hours for information the next day. The library welcomes suggestions for new materials from its patrons.

WITHDRAWING FROM CLASS: Students needing to withdraw from class should contact their instructor or program advisor. If the withdrawal date occurs prior to midterm/midcourse, the student will receive a grade of “W.” If the withdrawal occurs between midterm/midcourse and the end of the 8th academic week (or 80%) of the quarter and the student has a “70” or above average, the grade is “WP”. If the student has a “69” or lower average, the grade is “WF”. If the withdrawal occurs after the 8th academic week (or 80%) of the quarter, the grade is “F”. Grades, if not whole numbers, will be rounded based on the following: A grade greater than .5 will be rounded up to the next grade (for example; a grade of 69.6 will be rounded to a grade of 70, a grade of 69.5 will be rounded down to a grade of 69).

WORK READY:

Work Ready Certificates (WRC) for individuals provide employers with documentation that each worker meets a minimum set of skill and education standards and is ready for employment. Workers will take a validated skill assessment and their skills will be matched to current and future job opportunities through an occupational or job profile. There are three sections of this assessment including Reading for Information, Applied Mathematics, Locating Information. Each section takes approximately 45-60 minutes to complete for a total of approximately three to four hours; however, sessions may be scheduled separately. Students should contact the Career Services Office to schedule an appointment or register online at www.heartofgatech.edu; click on *Georgia Work Ready* logo on the bottom right hand screen. Students should indicate they are HGTC students when they register.

Students enrolled at Heart of Georgia Technical College are required to take the Work Ready assessment prior to graduation or certificate completion. In order to earn the Work Ready Certificate; the student must obtain a level score of 3 on each section

Degrees/diplomas/certificates/embedded certificates may not be issued to students prior to completion of this requirement.

Any student who has not completed the Work Ready requirement or any student who has an outstanding financial obligation to HGTC will not receive a cap and gown and will not be able to participate in the graduation commencement.

COLLEGE POLICIES: Policies that affect all HGTC students can be located in the *Catalog/Student Handbook*, which is issued to all students at orientation. A copy of this publication is posted at www.heartofgatech.edu, click *Current Students* tab, click *Catalog/Student Handbook* link (<http://www.heartofgatech.edu/main/EdSrvs/NewCatalog/PDFCatalogs.cfm>).

NON-DISCRIMINATION STATEMENT: As set forth in its student catalog, Heart of Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

The following individuals are the designated employees responsible for coordinating the College's efforts to implement this non-discriminatory policy and are located at 560 Pinehill Road, Dublin, GA 31021.

Title II (II-8.500) Americans with Disabilities Act of 1990; Section 504 of the Rehabilitation Act of 1973:

- **Designee for Students:** Special Needs Facilitator, (478) 274-7786

Title IX of the Education Amendments of 1972; Title VI of the Civil Rights Act of 1964:

- **Designee for Students:** Director of Career Services, (478) 274-7643