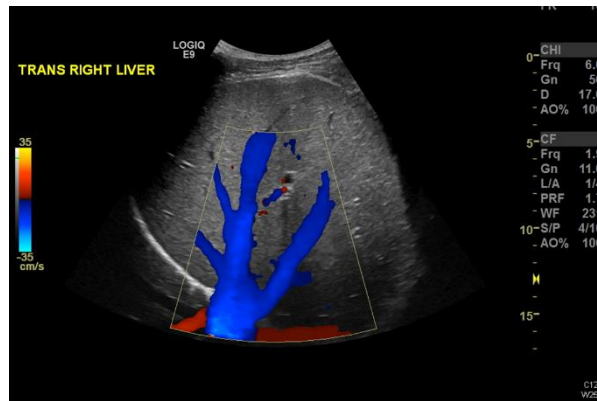




West Virginia University Hospitals
Imaging Science Education Programs
Diagnostic Medical Sonography

Student Handbook



2026-2027
Academic year

1 Medical Center Drive
Morgantown, WV 26506

Revised: 6/2026



PREFACE

The Diagnostic Medical Sonography Program at WVU Hospitals is an 18-month, hospital-based program designed to provide students with the knowledge and skills necessary to perform sonographic procedures in a clinical setting. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

This handbook outlines the policies, procedures, and expectations for both the didactic components of the program. Students are expected to review and adhere to all program requirements throughout their education.

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History

The West Virginia University Hospitals Diagnostic Medical Sonography Program was established in July 1976 with an initial enrollment of four students. The program was directed by Dr. Michael Hogan, Medical and Educational Program Director, until 1978.

The program received initial accreditation through the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) in July 1986, reflecting its commitment to maintaining educational standards and quality.

Since its inception, the program has evolved to meet the changing demands of diagnostic medical sonography while maintaining a focused cohort size to support individualized instruction and clinical training. The program currently enrolls four students per cohort, ensuring a structured learning environment that promotes student success and competency development.

Program Description

The Diagnostic Medical Sonography Program at West Virginia University Hospitals is an 18-month certificate program that prepares students for entry-level practice in abdominal and obstetrical/gynecological sonography. The program integrates didactic instruction, laboratory experience, and supervised clinical education to develop the knowledge, technical skills, and professional behaviors required of a diagnostic medical sonographer.

The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Upon successful completion of the program, graduates are eligible to sit for the Sonography Principles and Instrumentation (SPI) examination administered by the American Registry for Diagnostic Medical Sonography (ARDMS). Following successful completion of the SPI examination, graduates are eligible to pursue specialty certification examinations in Abdomen (AB) and Obstetrics & Gynecology (OB/GYN).

Facilities

WVU Hospitals utilizes state-of-the-art GE™ equipment. Our machines have the most recent technological software packages available, including 3D/4D imaging. A caseload of approximately 19,000 examinations per year provides students with an excellent, comprehensive clinical education in ultrasound, which includes exposure to pediatric exams, breast imaging, high-risk obstetrics, and vascular technology.

Medical Director: Dr. Cara Lombard

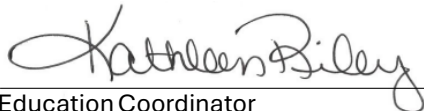
Ultrasound Education Coordinator: Kathleen Riley

Mission Statement

The Diagnostic Medical Sonography education program at West Virginia University Hospitals withholds a mission to develop entry-level diagnostic medical sonographers through comprehensive didactic and clinical education in Diagnostic Medical Sonography. In addition, this program strives to provide the necessary skills for professional growth and career advancement in the imaging sciences. Through continued technological advancement and strong commitment to medical education, West Virginia University Hospitals provides the foundation on which students can cultivate and expand their imaging skills in the diagnostic medical sonography discipline.

Goals

1. To prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the Abdominal sonography - Extended and Obstetrics and gynecology sonography concentrations.
2. To develop effective communication skills.
3. To utilize critical thinking/problem-solving skills.
4. To reinforce professional behavior.
5. To integrate professional growth and development practices.

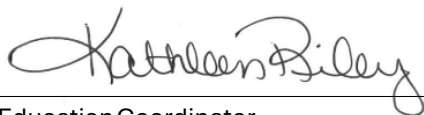


Education Coordinator

Date

Policy Change

The administration of the West Virginia University Hospital's and the Faculty of the West Virginia University Hospital's Program of Imaging Science reserve the right to change any of the stated policies as necessary and/or when advisable for improvement of or to meet new standards within the program.



Education Coordinator

Date

HIPAA and Patient Confidentiality

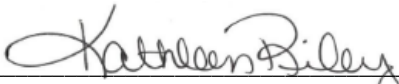
Students in the Diagnostic Medical Sonography Program are required to comply with all applicable Health Insurance Portability and Accountability Act (HIPAA) regulations and WVU Medicine privacy policies.

Students must:

- Maintain strict confidentiality of all patient information, including verbal, written, and electronic data
- Access patient information only as necessary for educational and clinical responsibilities
- Refrain from discussing patient information outside of the clinical setting
- Not photograph, record, or store patient information on personal devices

Students are not permitted to access their own medical records, or the records of family members, friends, or acquaintances through WVU Medicine systems, unless following established hospital procedures for patient access. Accessing records outside of assigned clinical responsibilities is considered a violation of HIPAA and institutional policy.

Any violation of patient confidentiality, unauthorized record access, or misuse of protected health information may result in disciplinary action up to and including dismissal from the program and may carry legal consequences.



Education Coordinator/Program Director

Student Rights and Responsibilities

Student Rights

Students enrolled in the Diagnostic Medical Sonography Program have the right to:

- Receive a quality education that meets accreditation standards and prepares them for entry-level practice
- Be treated with respect, fairness, and professionalism by faculty, staff, and peers
- Learn in a safe and supportive environment free from discrimination, harassment, or intimidation
- Be informed of program policies, procedures, grading criteria, and expectations
- Receive timely feedback on academic and clinical performance
- Ask questions and seek clarification regarding course material and program requirements
- Utilize a fair and consistent grievance process for addressing concerns or complaints
- Maintain the confidentiality and privacy of their educational records in accordance with FERPA

Student Responsibilities

Students enrolled in the program are expected to:

- Comply with all program, institutional, and clinical policies and procedures
- Maintain satisfactory academic and clinical performance
- Demonstrate professional behavior, including respect, integrity, and accountability
- Provide safe, compassionate, and patient-centered care in the clinical setting
- Protect patient confidentiality in accordance with HIPAA and institutional policies
- Communicate effectively and professionally with faculty, peers, patients, and healthcare staff
- Attend all scheduled classes and clinical assignments and adhere to attendance policies
- Arrive prepared and actively participate in all educational activities
- Accept feedback constructively and demonstrate continuous improvement
- Use sound judgment and seek assistance when necessary
- Represent the program and profession in a positive and professional manner



Mental Health and Suicide Prevention Resources

Contact Sheet:

This is a confidential round-the-clock service that helps employees, hospital students, and their families balance the demands of work, life and personal issues. As an employee or Imaging Sciences student, you and your household members can call in for services. Please call the number listed below to receive specific information about your benefits at any time.

24-Hour Telephone Access

To reach the program by phone 24 hours a day.

Toll Free Number: 800-865-3200

Counseling Services

You and your household members are eligible for counseling sessions. There is no charge to you or your family for using this program service.

Sessions: 5

Interactive Web Resources

By visiting your web portal and entering your company ID, username and password. You can have access to a full range of web-based tools, self-assessments and resources on a variety of behavioral health and work/life topics.

Website: www.resourcesforliving.com

Username: **WVUMEDICINE**

Password: **EAP**

State Resources

WV 211

Dial: **211**

Website: <https://wv211.org/>

National Resources

National Suicide Prevention Lifeline

Dial: **988**

Crisis Text Line

Text "HOME" to: **741741**

The Trevor Project

Dial: **1-866-488-7386**

Trans Lifeline

Dial: **1-877-565-8860**

Veterans Crisis Line

Dial: **1-800-273-8255 and press 1**

Pierpont Community & Technical College Resources

Community Center

Dial: **304-534-7878**

Email: access@pierpont.edu

General Program Information:

Certificate:

A certificate of completion of 18 months schooling in Diagnostic Medical Sonography is awarded to each student upon successful completion of the program.

Transcript:

The student will be provided a transcript of grades upon satisfactory completion of the Diagnostic Medical Sonography Education Program. Additional transcript of grades and other information will be forwarded upon written request.

Semester (Mid-Term/ End) Dates

Current academic calendar can be found on page 13

Semester I:

Mid-Term July 1 through September 30

End October 1 through December 31

Semester II:

Mid-Term January 2 through March 31

End April 1 through June 30

Semester III:

Mid-Term July 1 through September 30

End October 1 through December 31

Housing

Students are responsible for making their own living arrangements. University Housing may be available. Please ask the program director for contact information regarding University Housing if interested.

Placement Service

The program cannot guarantee employment to the student based upon program completion, but assistance is provided in obtaining employment through posting of current job openings and listings.

Holidays

The West Virginia University Hospitals, Inc. Diagnostic Medical Sonography Education Program will observe all official corporation holidays as follows:

- New Year's Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Christmas Day

Class/Clinic Schedule

Monday – Friday (hours vary per rotation) 0630-1500, 0700-1530, 0130-1000*

Vacation

Students are granted three vacations. Vacation periods will be determined at the time of the annual revision of the academic calendar.

Sample Monthly Calendar

A monthly calendar is posted in Trajecsys so students can plan ahead and stay informed about class times, clinical times, special events, and other important program updates.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st year students 2nd year students all students			New Student US Orient. 800-330 HSC John Jones C Pizza Party 11-12:30 pm Clinic all day	All day clinic	Student Holiday	250 ANNIVERSARY INDEPENDENCE DAY OF AMERICA
5	1st day of classes 8-9:00 Vascular - CAI 9-1130 Abd Brd Rev 8-11 EPIC Training-OSC 3 1-2:30 Library tour	All day clinic 8-11 IV Vitals training STEPS Lab 12-1 Intro to scan lab	All day clinic 8-11 STEPS Lab 12-3 LIFT training	8-9 Vascular CAI 9-10 Case review 8-9 Physics 9-10:30 GYN 10:30-1130 PEDS 12:30-2:30 Pt Care	All day clinic 8-11 SCAN Lab - INPT 1-3 STEPS lab Scan lab	11
12	8-9:00 Vascular - CAI 9-1130 Abd Brd Rev Clinic To follow off in the morning 1-3 STEPS lab	All day clinic 8-930 Physics 930-10:30 GYN 10:30-1130 PEDS 100-3:30 ABD	All day clinic 8-11:30 Modality students CPR Renewal 1-3 STEPS lab <i>Lauren's Birthday</i>	8-9 Vascular CAI 9-10 Case review Morning TBD 12:30-2:30 Pt Care	All day clinic 8:00 SCAN lab - inpt	18
19	8-9:00 Vascular - CAI 9-1130 Abd Brd Rev All day Clinic	All day clinic 8-930 Physics 930-10:30 GYN 10:30-1130 PEDS 100-3:30 ABD	All day clinic	8-9 Vascular CAI 9-10 Case review 8-9 Physics 9-10:30 GYN 10:30-1130 PEDS 12:30-2:30 Pt Care	Katie at CAAHEP workshop	25
26	8-9:00 Vascular - CAI 9-1130 Abd Brd Rev All day Clinic	All day clinic Breast Center tour with Debi 8-930 Physics 930-10:30 GYN 10:30-1130 PEDS 100-3:30 ABD	All day clinic	8-9 Vascular CAI 9-10 Case review 8-9 Physics 9-10:30 GYN 10:30-1130 PEDS 12:30-2:30 Pt Care	All day clinic	

Sample Weekly Calendar

A weekly calendar is posted on the Trajecsyst landing page to help students plan ahead and stay informed of class schedules, clinical assignments, special events, and other important program updates. The calendar is updated as needed and finalized by the end of business each Friday.

Current homework and assignment due dates are also posted on the Trajecsyst landing page for student reference.

Homework:

- **OB:** Chapter 36, Fetal heart pathology
 - ****Class time change***** Tuesday, May 12 at 9:00 am, HSC 2041A
 - exam May 14 - Update
 - wkbk due May 14
 - Image wkbk due May 14
- **Abdomen:** Adrenal Glands
 - Read Chapter 16 (p. 491-510)
 - Chapter 11 from the Rumack/Levine book also available on Trajecsyst
 - Adrenal worksheet due 5/14
 - Adrenal Exam - 5/14
- **Case review**
 - Last presentation this semester will be Thursday, June 11, 1:00 pm 2041A
- **Research paper - REFER to PURDUE OWL for any questions about how to put one of these together.**
 - Rough Draft due 5/15
 - Abstract due 5/26
 - Final Paper due 6/5

JULY 6-10		First week of Classes	
	1st years	2nd years	
Monday	8-11:00 EPIC Training--OSC 3 1:00 library tour	8-9 Vasc - CAI 9-11:30 ABD Brd Review HSC 2041A Clinic to follow	Alina - Kait - Kaylin -
Tuesday	8-11 IV vitals training - STEPs lab 12-1 Intro to Scan Lab - HSC 2041A	All day clinic	Addison- Orientation Lauren- Orientation Kaylie- Orientation Darrah- Orientation
Wednesday	8-11:00 scan lab STEPs lab 12:00- 3:30 Lift Training** (Only Lauren, MAYBE)	All day clinic	
Thursday	8-9 Physics 9-10 GYN 10-11:30 Peds 12:30-2:30 PT care	8-9 vascular -CAI 9-10 Case review Clinic to follow	
Friday	8-11:00 scan lab - INPT 1:00-3:00 scan lab STEPs lab	All day clinic	

DMS 2026 - 2027 Academic Calendar

Date: 2026

Event:

June 30-2	New Student Orientation (dates TBD)
July 3	Independence Day Holiday- No Class
July 6	Tuition due – Modality & 2 nd yr. Radiography students
July 6	Modality & 2 nd yr. Rad. begin Summer & Sem III didactic / clinical courses.
July-Aug	1 st Year Radiography - clinical orientation and training (dates TBA)
August 10	1 st Year Radiography begin Sem. I didactic and clinical classes + Tuition due
September 7	Labor Day Holiday - No Class
September 25	Mid-Term
October 16	1st year Ultrasound Fall break
October 19-23	2nd year Ultrasound Fall break
November 26 & 27	Thanksgiving Holiday - No Classes
November 23	2 nd year Ultrasound last day of didactic classes
December 4	Ultrasound Graduation
December 11	Last day of Semester I & III didactic courses
December 11	Final Grades due (Semester I & III)
December 14-16	Student Counseling Sessions
December 21-Jan 1	Student Holiday break

Date: 2027

Event:

January 4	Tuition due - Semester II & IV
January 4	All students begin Semester II & IV didactic / clinical courses
February 1	Application Deadline for 2027 Advanced Modality program candidates
March 1	Application Deadline for 2027 Radiography program candidates
March 12	Mid-Term Grades due
March 15-19	Spring Break – 2nd year Radiography only
April (TBA)	Spring Break - Modality Students
May 14	Last day of classes - 2 nd year Radiography only
May 14	Final Grades due - 2 nd year Radiography only
May 21	Graduation Reception (Radiography graduates)
May 31	Memorial Day Holiday - No Class
June 11	Final Grades due (Rad. Therapy, Nuclear Medicine, ECHO, & MRI)
June 11	Graduation Reception - (Rad. Therapy, Nuclear Medicine, ECHO, & MRI)
June 11	Last day of Semester II didactic courses (1 st year Rad. & Ultrasound)
June 14-15	Student Counseling Sessions (1 st year Rad & Ultrasound)

Due
July 6

Student Agreement

I understand that my acceptance into the Diagnostic Medical Sonography Program requires full participation in all didactic and clinical components of the program.

I agree to maintain satisfactory progress and understand that I may be subject to disciplinary action or dismissal for:

- Failure to meet academic or clinical standards
- Violation of program policies or professional conduct expectations
- Unprofessional behavior or inability to provide safe, patient-centered care

I understand that successful completion of the program requires demonstration of competency in knowledge, technical skills, and professional behavior consistent with entry-level practice.

I acknowledge that I am expected to pursue professional credentialing and will sit for the following ARDMS examinations:

- SPI (By June 2027)
- OB/GYN (By December 2027)
- Abdomen (By November 2027)

Handbook Acknowledgment

I acknowledge that I have received access to the **Student Handbook** and understand that I am responsible for reviewing and complying with all program policies, including attendance, clinical requirements, academic expectations, and professional conduct standards.

I understand that policies may be updated, and I agree to adhere to all current program requirements.

Student Statement

By signing below, I confirm that I have read, understand, and agree to abide by the expectations of the Diagnostic Medical Sonography Program.

Student Name (Printed): _____

Student Signature: _____

DATE: _____

Program Director Signature: _____

DATE: _____

Faculty Roster

Faculty Member

Kathleen Riley MSRIS, RDMS, RT(R)
 DMS Program Director

Course(s)

Ultrasound Physics
 Abdominal Sonography
 OBGYN Sonography
 Pediatric Sonography
 Board Review
 OB Scan Lab
 Case Review

Caitlin Chisler BA, RDMS, RT(R)
 DMS Clinical Coordinator

Abdominal Sonography
 Scan Lab
 Case Review

Sarah Sherman MA, RDMS, RVT
 Lead Vascular Sonographer

Vascular Sonography

Darbi Wolfe RDMS, RT(R)
 Staff Sonographer

Breast Sonography

Dawn Smith AAS, RDMS, RCS
 Echocardiography Clinical Coordinator

Patient Care

Courtney Knicely, RDMS, RT(R)
 Staff Sonographer

Pediatric Sonography

Ultrasound Clinical Administration

Managers

Crystal Rosenberger, RT (R)(M)(CT)(ARRT)	Manager, Imaging Services	CT, Ultrasound, & LUCAS Mobile imaging
Shenna Snead, MBA, RT(R)(M)	Manager, Imaging Services	Fairmont Medical Center/Gateway Clinic
Andrea Deuesenberry, BS, CRA, RT(R)	Manager, Imaging Services	Betty Puskar Breast Care Center / Bonnie's Bus
Frances Spishock, BSN, RN	Manager Cardiac and Vascular Services	Noninvasive
Tracy Messenger, BSN	Manager, Imaging Services	WVU Medicine Children's Hospital

Supervisors

Grenaville Guthrie, RT(R)(M)(CT)	Radiology Supervisor	CT Scan, Ultrasound
Amy Jo Clark, RT(R)(VI)(CT),	Imaging Supervisor	University Town Center, Cheat Lake, and Waynesburg
Jennifer Graham, RDMS, RT(R)	Ultrasound Supervisor	OB/GYN
Diane Stofcheck, RVS	Supervisor	Cardiac & Vascular Ultrasound

Ultrasound Modality Specialists

Kim Tustin BA, RDMS, RVT, RT(R)	Physician's Office Center, Inpatient ultrasound	
Katy Brugnoti BA, RDMS, RT(R)	Children's Hospital	

DMS Staff Clinical Instructors

Radiology Department

Sydney Banker, RDMS, RT(R)
Antoinette Casto, RDMS
Allie Cline BS, RDMS
Breanna Decker, RDMS
Cali Holt, RVT, RT(R)
Kelli Jordan, RDMS, RT(R)
Dallas Kelly, RDMS
Shayna Miller, RDMS
Alena Olson, RDMS

OBGYN

Sarah Atkins, RDMS, RT(R)
Paula Camden, RDMS, RT(R)
Marleah Demyon, RDMS, RT(R)
Briana Ditman, RDMS, RT(R)
Brooke Mason, AAS, RDMS, RT(R)
Candice Norris, RDMS, RT(R)
Amber Payton, RDMS, RVT, RT(R)
Sarah Riffle, RDMS
Spencer Shriver, RDMS, RVT, RT(R)
Darian Wise, RDMS

Vascular

Lisa Cameron BS, RDMS, RVT
Rachel Chatkin, RVS
Kelly Honaker, RDMS, RVT
Heather Kitta, RVS
Hadleigh Nair RDMS, RVT, RDCS
Danielle Nicklow, RDMS, RVT
Emma Wesolek, RVT

Children's Hospital

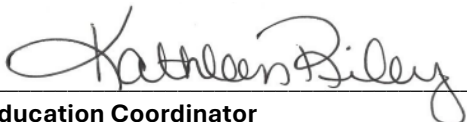
Anastasia Benedum, RDMS, RT(R)
Caitlin Gutta, RDMS, RT(R)
Courtney Knicely, RDMS, RT(R)
Keriann Ross, RDMS
Megan Rush, RDMS, AAS, RDMS, RT(R)

UTC/Cheat Lake/FGC General

Megan Hickman, RDMS, RT(R)
Jaime Lancaster, RDMS, RT(R)
Cara Miller, RDMS
Misty Rechichar, RDMS
Maria Redpath, RDMS, RT(R)

Mary Babb Randolph Breast Care Center

Tammy Harbert RT(R)(M)(BS)(ARRT)
Halley Neely, RDMS, RT(R)
Amanda Starkey, RDMS, RT(R)(M)
Darbi Wolfe RDMS, RT(R)


Education Coordinator

Mandatory Orientation Policy

It is the policy of the West Virginia University Hospitals Education Program in Diagnostic Medical Sonography to provide required hospital and radiology department orientation and training to all newly admitted students. Successful completion of orientation is a condition of participation in the program and progression into clinical education.

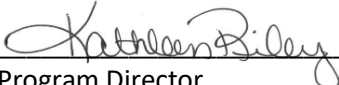
Attendance at all scheduled orientation activities is mandatory. In the extraordinary circumstance that a student is unable to attend all or part of the scheduled orientation, the student must utilize personal time off (PTO) in accordance with the Program Attendance Policy. PTO will be deducted at a rate of eight (8) hours per day for each day or portion thereof missed. The student bears sole responsibility for obtaining and completing all orientation information and requirements missed due to absence.

During the initial weeks of the program, students are required to attend additional mandatory orientation and training sessions, which may include, but are not limited to:

- Intravenous (IV) and Vital Signs Training
- Basic Cardiopulmonary Resuscitation (CPR)
- EPIC electronic medical record training
- Patient Lift and Safety Training
- Any additional training sessions scheduled by the Education Coordinator

Failure to attend any training event designated as mandatory by the Education Coordinator will be subject to the Attendance Policy. Students must complete all required make-up training and demonstrate competency prior to entering or continuing clinical rotations, including the scheduled July clinical start date.

Noncompliance with orientation and training requirements may result in delayed clinical placement or additional disciplinary action in accordance with program policies.



Program Director

Date

Attendance Policy

A student's daily attendance is vitally important in order for them to maintain satisfactory didactic and clinical performance. Students that miss exceptional amounts of clinic time will find it difficult to acquire the exams needed to fulfill their clinical education requirements. Students need to realize that poor attendance during their education can have a negative effect on their future. Employers tend to be wary of student applicants that have a record of excessive absenteeism. It is natural to relate absenteeism with a poor work ethic and a lack of commitment to the profession.

Personal Time Off: (PTO)

Personal time off (PTO) may be utilized for unscheduled absences (illness, personal emergency, etc.) and scheduled absences (job interviews, doctor appointments, etc.).

Twelve-month programs:

The student will be allotted 48 hours of personal time off for a twelve-month program. In addition, each school year will include three (3) weeks of leave to include: 2 weeks over the Christmas / New Year holiday, and one week in the spring.

Eighteen-month programs:

The student will be allotted 72 hours of personal time off for an eighteen-month program. In addition, each school year will include four (4) weeks of leave to include: 2 weeks over the Christmas / New Year holiday, one week in June, and a final week in the fall which is determined by the education coordinator.

Compensatory Time Off: (Comp time)

Compensatory time off is awarded at the discretion of the program director for activities that may exceed an 8 hour school day and/or for extraordinary circumstances. Some examples include but are not limited to: staying late to assist with heavy workload, going above and beyond duties, and/or conference(s) that are outside of the typical time frame of a normal school day.

Scheduled & Unscheduled Absences:

1. It is the student's responsibility to notify both the Program Director and Clinical Rotation site when calling to report off for illness or other personal emergencies. Notification must be made to a Program Official via email, voicemail, phone call, or text message no later than 30 minutes prior to the beginning of the student's assigned shift. Failure to notify a Program Official in a timely manner will result in the student receiving an unexcused absence for that day. Students are required to leave a message on the phone mail system of the Program Director and the clinical rotation site.
2. **In addition to calling off**, students must document their absence by completing a Time Off Request form in Trajecsys. Compensatory time may not be utilized for unscheduled absences.
3. Students that miss consecutive days due to an illness will only be charged 8 hours of PTO for every three (3) days of absence, providing the student has a valid medical excuse from a physician stating the amount of time that the student is excused. The provision only applies to the student and may not be used for illness of other family members. The provision does not apply to time missed due to illnesses or incapacitation related to elective procedures or surgeries. Please refer to the Medical Leave of Absence policy regarding extended illnesses.

4. Scheduled PTO and comp time shall be granted in minimum increments of 1 hour, unless previously approved by the Program Director.
5. Students requesting time-off for non-emergent reasons should pre-schedule PTO or comp time with program officials by the end of their shift at least one (1) day prior to the requested time off. Students should complete a Personal Time Off Request form in Trajecsys and inform the Program Director as soon as the form has been submitted to ensure prompt review.

Excessive Absenteeism

This policy serves to identify the procedure and criteria implemented when a student exceeds their allotted number of hours of personal time off (PTO).

1. Excessive absenteeism will not be tolerated. If a student exhausts their allotted PTO days, they will be subject to the following disciplinary action.

Twelve-month programs:

- a. If the 48 hours of allotted PTO is exhausted, the student will receive documented counseling regarding their attendance and 1 point will be deducted from their overall clinical grade.
- b. If 16 additional hours are missed (total 64 hours), the student will receive a second formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 3).
- c. If 16 additional hours are missed (total 80 hours), the student will receive a final formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 5).
- d. If the total amount of time absent exceeds 88 hours, the student will be dismissed from the Program if any additional time off occurs. Students will be evaluated on an individual basis as to the circumstances causing the absenteeism.

Eighteen-month programs:

- a. If the 72 hours allotted PTO is exhausted, the student will receive documented counseling regarding their attendance and 1 point will be deducted from their overall clinical grade.
- b. If 16 additional hours are missed (total 88 hours), the student will receive a second formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 3).
- c. If 16 more additional hours are missed (total 104 hours), the student will receive a final formal written warning regarding their position in the Program and 2 additional points will be deducted from their overall clinical grade (total 5).
- d. If the total amount of time off exceeds 104 hours, the student will be dismissed from the Program if any additional absences occur. Students will be evaluated on an individual basis as to the circumstances causing the absenteeism.

2. In the event that a student exceeds their allotted personal time off, their clinical education will be extended beyond graduation so that all clinical requirements can be satisfied. However, the clinical education process cannot be extended beyond 5 days after graduation. All absences over the allotted personal time off will be considered as unexcused absences and will result in documentation of unsatisfactory attendance on the final transcript.

3. In accordance with CAAHEP/JRCEDMS Standards, with regard to the maximum hours of clinical and didactic instruction, students will not be permitted to make-up their excessive missed time by extending their hours in clinic on a daily basis.

Unexcused absences

Unexcused absences are classified as the following:

1. Leaving the facility grounds without a program official's permission.
2. Leaving your assigned area without program officials or a staff technologist's permission.
3. Failure to notify program officials prior to your assigned shift of an unscheduled absence.
4. Absences that occur as a result of disciplinary action (e.g. suspension) or those in excess of the allotted 48 hours PTO for twelve month programs or 72 hours PTO for eighteen month programs.

In the event that a student incurs an unexcused absence, the Disciplinary Action policy will be implemented. It is mandatory for all students to make-up, after graduation, any time missed as a result of an unexcused absence so that all clinical requirements can be satisfied. As with the excessive absenteeism policy, the clinical education process cannot be extended beyond 5 days after graduation for unexcused absences.

Tardiness

Students are required to be in their assigned clinical or didactic area and fully prepared to begin the daily clinical assignments prior to or by their designated starting time. Students should be aware that falsifying attendance records is grounds for immediate dismissal.

Tardiness is subject to the following guidelines and provisions:

- a. Tardiness is considered as any arrival time past the designated start of the student's shift.
Example: if your shift begins at 7:00am, you would be considered tardy at 7:01am.
- b. Tardiness beyond 30 minutes will result in the student being charged 0.5 days (4 hours) of PTO.
- c. Failure to notify program officials 1 hour beyond the designated time of arrival will result in the student being charged 1 day (8 hours) of PTO, marked as an unscheduled absence, and will result in a written warning.
- d. Excessive tardiness will not be tolerated and will result in a reduction in Clinical Points which will negatively affect the student clinical grade. Continued abuse will additionally result in disciplinary action and will result in documentation of "unsatisfactory attendance" on the final transcript.
- e. Exceptions to this policy will be at the program official's discretion and will be limited to unforeseen events.

Tardiness will be governed by the following limits and corresponding corrective actions:

Twelve-month programs:

- a. Upon the occurrence of three incidences of tardiness, the student will be issued a verbal warning and 1 point will be deducted from their clinical grade.
 - b. Upon the occurrence of three additional incidences of tardiness (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (total 3).
 - c. Upon the occurrence of three additional incidences of tardiness (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (total 5). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
 - d. Upon the occurrence of one additional incident of tardiness (total of 10), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.
-

Eighteen-month programs:

- a. Upon the occurrence of three incidences of tardiness, the student will be issued a verbal warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of tardiness (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (3 total).
- c. Upon the occurrence of three additional incidences of tardiness (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (5 total). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
- d. Upon the occurrence of three additional incidences of tardiness (total of 12), the student will be issued a final written warning which may result in their subsequent dismissal from the program.

Funeral Leave

Students will be given a maximum of three (3) days excused absence for deaths in their immediate family. Immediate family shall include: husband, wife, child, mother, father, brother, sister, mother-in-law, father-in-law, and grandparents. Exceptions to this policy may be granted only by the Program Director.

Students needing to utilize funeral leave will be required to submit a Leave Request form in the Trajecsys Report System and notify a program official of submission as soon as possible, prior to being absent.

Military Leave

West Virginia University Hospitals supports the Military Services of the Government of the United States and provides the following provisions for students serving in the Military Reserves during their enrollment in the program.

- a. Students serving in any branch of the U.S. Military Reserves are allotted 2 weeks (10 days) of leave per academic year to fulfill their required military commitment. Students that miss additional time (>10 days) due to military service will be required to utilize personal leave or arrange an acceptable time frame in which to make-up the time missed so that the program's clinical requirements can be fulfilled. Make-up time is subject to the Education Coordinator's discretion and subsequent approval.
- b. Students are responsible for all didactic and clinical course materials presented during their absences related to military service.
- c. In the event that a student is called-up to active military duty, the program will reserve a position for that student so that they can be re-enrolled upon the completion of their active duty assignment.

Vacation and Holidays

Twelve-month programs:

Students are granted three (3) weeks of vacation during their 12 month enrollment in the Program. Vacations are scheduled as two (2) weeks over Christmas/New Year's and one week in the spring. Program officials reserve the right to alter vacation dates.

Students are granted seven (7) holidays per year which include the following:

New Year's Day
Memorial Day
Independence Day (July 4th)

Thanksgiving AND Friday after Thanksgiving
Labor Day
Christmas

Eighteen-month programs:

Students are granted one (1) week of vacation during each semester enrolled in the Program. Vacations are scheduled as two (2) weeks over Christmas/New Year's, one (1) week in June and the final week of vacation being

held in the fall. The final week in the fall is determined by the education coordinator. Program officials reserve the right to alter vacation dates.

Students are granted seven (7) holidays per year which include the following:

New Year's Day

Memorial Day

Independence Day (July 4th)

Thanksgiving AND Friday after Thanksgiving

Labor Day

Christmas

Attendance Documentation

Clocking In/Clocking Out:

Students are required to document their attendance by using the Trajecsys Report System. Students may not clock in more than 15 minutes prior to their designated start time and must clock out at the published end of their scheduled shift. Any clock in/clock out outside of the student's published scheduled shift will require approval from a program representative.

Excessive Use of Time Exceptions

Accurate adherence to scheduled clinical hours is required. While time exceptions may sometimes result from forgetting to clock in or out, a pattern of exceptions can also indicate that students are arriving late or leaving early from their clinic site. This may be considered a violation of the attendance policy and may result in points being deducted from the student's overall clinic grade.

- a. Time exceptions are entered into Trajecsys by the student, clinical coordinator, or program director when there is a missing or inaccurate clock in and/or clock out.
- b. The number of time exceptions that a student, clinical coordinator, or program director submits will be evaluated on a quarterly basis at midterm and the end of each semester.
- c. Students may be granted no more than three time exceptions per quarter.
- d. The excessive use of time exceptions will not be tolerated and will result in a reduction in Clinical Points which will negatively affect the student clinical grade. Continued abuse will additionally result in disciplinary action and will result in documentation of "unsatisfactory attendance" on the final transcript.
- e. Exceptions to this policy will be at the program official's discretion and will be limited to unforeseen events.

Excessive use of time exceptions will be governed by the following limits and corresponding corrective actions:

- f. Upon the fourth occurrence of a time exception within a quarter, the student will receive a verbal warning **and 1 point** will be deducted from their clinical grade.
- g. Upon the fifth occurrence of a time exception (total of 5), the student will be issued a formal written warning **and 2 additional points** will be deducted from their clinical grade (total 3).
- h. Upon the sixth occurrence of a time exception (total of 6) the student will be issued a second formal written warning **and 2 additional points** will be deducted from their clinical grade (total 5). At this level, the student's attendance will also be marked as "**unsatisfactory**" on their final grade transcript.
- i. Upon the seventh occurrence of a time exception (total of 7), the student will be issued a final written warning which may result in their subsequent **dismissal from the program**.

Using PTO or Compensatory Time:

Students desiring to use PTO or Compensatory Time will be required to submit a Time Off Request form in the Trajecsys Report System and notify a program official of submission by the end of their shift at least one (1) day prior to the requested time off. The exact number of hours to be taken must be marked, appropriate designation must be selected (PTO, comp, military, medical, funeral), and student must provide time of day they wish to use their time if not a whole day (i.e. 2 hours PTO, 2pm-4pm, leaving early). A comment box will be provided on the leave request form for further information, if necessary.

Please note that if requesting to use a half-day of PTO or Comp time you would be utilizing four (4) hours of PTO or Comp time. For example, if you are scheduled from 7am-3:30pm and request a half day in the afternoon, you would work 7am-11am, using four (4) hours. If you are scheduled from 7am-3:30pm and request a half day in the morning, you would work 11:30am-3:30pm. Scheduled lunch time may not be used towards time off calculation.

Please note that same day time off requests require PTO to be utilized. No compensatory time may be used for same day time off requests. A minimum of 4 hours PTO will be removed from the student's PTO bank for all same day time off requests. Students in twelve-month programs are allotted three (3) exemptions to this rule, while students of 18-month programs are allotted five (5) exemptions to this rule. The program director may use discretion when determining the number of PTO hours to remove from the student's PTO bank for certain circumstances. Compensatory time must always be scheduled in advance and may not be used for same day requests, illness, and/or calling off.

Interview Time Off:

Students are allotted interview time off for the purpose of interviewing for a job in the area of advanced imaging for which they are currently enrolled. The amount of time allotted is dependent upon location of the interview, not to exceed eight (8) hours, and is limited to one (1) time use, regardless of amount of time used. For all interviews taking place on-site within student's respective department or within a 40 mile distance, a total of 4 hours may be used if necessary. For all interviews taking place off-site and greater than a 40 mile distance, a total of up to eight (8) hours may be used to account for travel.

All interview time off must be pre-approved by the Program Director at least 24 hours prior to the interview date. Students desiring to use any amount of interview time off will be required to submit a Personal Time Off Request form in Trajecsys by the end of their shift at least one (1) day prior to the interview date. The student will also be required to complete necessary forms which can be located and printed from the "Documents" section of Trajecsys. These forms must be signed by a member of the interview committee and returned to the Program Director the next school day, immediately following the interview. If the signed document is not returned, the absence will be considered unexcused and PTO will be taken. If additional interview time is needed, PTO must be used.

Policy Enforcement:

Accurate evaluation and interpretation of student attendance can only be accomplished if students are methodical and precise in their documentation. For this reason, the following guidelines have been established and will be strictly enforced.

1. Each student must clock in and clock out in the Trajecsys Report System to document daily attendance times upon their arrival and departure of clinical duties.
2. Students that fail to document accurately and timely will be counted absent until they notify the designated Program official. All time not accounted for (missed documentation) will be deducted from the student's PTO balance and disciplinary action may be enforced in accordance with the excessive absenteeism policy.
3. Logging attendance must be performed on an approved hospital computer. Logging attendance with a mobile device is unauthorized and will be considered falsification of attendance documentation unless previously approved by a program official under special circumstances. Falsification of attendance documentation is grounds for immediate dismissal from the program in accordance with the disciplinary action policy.

4. Time exceptions will be considered unauthorized unless approved by a program official under special circumstances.
5. Any student failing to properly utilize the attendance system (failing to clock in and clock out in Trajecsys, failing to comment on early dismissals, etc.) will be subject to the following:

Twelve-month programs:

- a. Upon the occurrence of three incidences of failing to log attendance, the student will be issued an oral warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of failing to log attendance (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (total 3).
- c. Upon the occurrence of three additional incidences of failing to log attendance (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (total 5). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
- d. Upon the occurrence of one additional incident of failing to log attendance (total of 10), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.

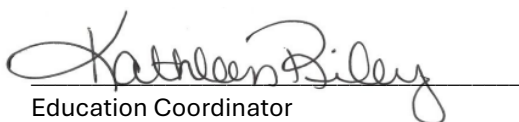
Eighteen-month programs:

- a. Upon the occurrence of three incidences of failing to log attendance, the student will be issued an oral warning and 1 point will be deducted from their clinical grade.
- b. Upon the occurrence of three additional incidences of failing to log attendance (total of 6), the student will be issued a formal written warning and 2 additional points will be deducted from their clinical grade (3 total).
- c. Upon the occurrence of three additional incidences of failing to log attendance (total of 9), the student will be issued a second formal written warning and 2 additional points will be deducted from their clinical grade (5 total). At this level, the student's attendance will also be marked as "unsatisfactory" on their final grade transcript.
- d. Upon the occurrence of three additional incidences of failing to log attendance (total of 12), the student will be issued a third formal written warning which will result in their subsequent dismissal from the program.

On-Line (Virtual) Didactic Course Attendance:

On-line (virtual) didactic course instruction is not provided by our imaging science education programs under normal operating procedures. Some off-site clinical rotation sites may require the student to attend a didactic course via an on-line (virtual) platform. You are required to attend these scheduled sessions while at the off-site clinical rotation site. In the event the student takes PTO or COMP time during the timeframe of the scheduled in-person and/or on-line (virtual) didactic course(s) offering, the student is not required to attend the didactic course(s) (in-person or on-line (virtual)). If a student chooses to attend any didactic course(s) on-line (virtually) while utilizing PTO or COMP time, the student will not be reimbursed any PTO or COMP time to offset the time spent participating in the didactic on-line (virtual) lecture(s). Additionally, any student that attends an on-line (virtual) course lecture must be physically present at an approved clinical rotation site, unless arrangements were previously made with the instructor/program director.

The Program Director has the discretion to make changes to this policy at any time based on the situation.


Education Coordinator

Inclement Weather

As a healthcare facility, West Virginia University Hospitals (WVUH) attempts to maintain operations despite weather conditions, natural disasters, and or unforeseen events. The policies and procedures governing Hospital operations during such events are specified in the WVUH safety manuals. However, in response to extreme weather conditions, program officials may temporarily suspend on-campus activities for students due to safety concerns. The following identifies the conditions and procedures governing inclement weather.

(1) Designated Weather Closure:

As WVUH is located on West Virginia University's (WVU) Health Science Center campus, program officials will defer to and pattern WVU's status relative to cancellation of on-campus activities due to inclement weather. Upon notification that WVU has canceled on-campus activities, program officials will notify WVUH students via electronic media, that they are excused for the day and should not report to campus. Although students may be excused from on-campus attendance, instructors, at their discretion, may implement the provisions for remote instruction outlined in Policy 1.043 Remote Instruction. All other situations regarding the operational status of WVUH and/or WVU, such as delays or early dismissals, are discretionary and will be evaluated on a case-by-case basis by program officials.

(2) Inclement Weather Without Closure

Due to the geographic location of West Virginia University Hospitals, road conditions in the winter months are frequently less than conducive. As this is inherent to our climate, program operations will generally remain open; however, the following should be noted:

- Program officials recommend that students use caution and discretion in traveling to and from the facility on days in which weather conditions are less than ideal. Students that make a good faith effort to report on-time will not be held responsible for tardiness during inclement weather.
- Students who are uncomfortable driving in inclement weather can utilize PDO or compensatory time if they choose not to attend. Program officials will waive the pre-approval requirement for compensatory time usage in such events.

(3) Hospital Administration Designated Staffing Emergency

During a weather emergency, if WVUH administration identifies a situation in which patient care operations are compromised due to lack of staffing, program officials will notify students who may, at their own discretion, report to their clinical assignments to assist with patient care and imaging procedures. Students who electively choose to participate will be reimbursed with compensatory time at 1.5 to 1 hour ratio for attendance.

(4) Other

In the event of unforeseen or uncommon events that would impact programmatic operations, the Education Manager, in consultation with the Education Coordinators, may designate a temporary closure of program operations. Upon determination, program officials will notify students of such events via electronic media.



Education Manager

Course Sequence

Semester 1 – July - December

Course number	Course name	Clock hours
SONT 310	Physics & Instrumentation I	50
SONT 320	Abdominal Sonography I	50
SONT 330	Gynecological Sonography	50
SONT 370	Pediatric Sonography	40
SONT 200	Patient Care and Introduction to Sonography	24
SONT 340	Introduction into Sonography & Scan Lab	50
SONT 300	Applied Sonography I (Clinic hours)	546

Semester 2 – January – June

Course number	Course name	Clock hours
SONT 311	Physics & Instrumentation II	24
SONT 321	Abdominal Sonography II	55
SONT 331	Obstetrical Sonography	55
SONT 351	Case Review & Critique I	27
SONT 312	Physics Board Review	21
SONT 360	Cardiovascular Sonography I	42
SONT 301	Applied Sonography II (Clinic hours)	620

Semester 3 – July – December

Course number	Course name	Clock hours
SONT 352	Case Review & Critique II	25
SONT 390	ARDMS Abdominal Exam Review	27
SONT 389	ARDMS OBGYN Exam Review	27
SONT 361	Cardiovascular Sonography II	33
SONT 380	Breast Sonography	4
SONT 400	Professional Growth & Development	6
SONT 302	Applied Sonography III (Clinic hours)	620

DMS Course Clock Hours
Semester I

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 320	Abdominal Sonography 1	50
SONT 330	Gynecological Sonography	50
SONT 310	Physics & Instrumentation 1	50
SONT 370	Pediatric Sonography	40
SONT 200	Patient Care & Introduction to Sonography	24
SONT 340	Introduction into Sonography & Scan lab	50
SONT 300	Applied Sonography w/Scan Lab	546

Total Didactic Hours = 264

Total Clinic Hours = 531

Total Holiday/Vacation Hours: = 112

- Fall Break
- Labor Day
- Thanksgiving
- Friday after Thanksgiving
- Christmas Vacation

Total Hours excluding vacation
 And holiday hours. = 795

DMS Course Clock Hours
Semester II

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 311	Physics and Instrumentation II	24
SONT 321	Abdominal Sonography II	55
SONT 331	Obstetrical Sonography	55
SONT 351	Case Review & Presentation	27
SONT 360	Cardiovascular Sonography	42
SONT 312	Physics Board Review	21
SONT 301	Applied Sonography w/scan lab	605

Total Didactic Hours	=	224
Total Clinic Hours	=	605
Total Hours excluding vacation And holiday hours.	=	829
Total Holiday Hours: Memorial Day	=	8
Total Vacation Hours: Spring Break	=	40
Summer Break	=	40

DMS Course Clock hours
Semester III

<u>Course Number</u>	<u>Course Title</u>	<u>Clock Hrs.</u>
SONT 352	Case Review & Presentation II	25
SONT 390	ARDMS Abdominal Exam Review	27
SONT 389	ARDMS OBGYN Exam Review	27
SONT 361	Cardiovascular Sonography	33
SONT 380	Breast Sonography	4
SONT 400	Professional Growth & Development	6
SONT 302	Applied Sonography	676

Total Didactic Hours	=	122
Total Clinic Hours	=	676
Total Hours excluding vacation And holiday hours:	=	798
Total Holiday Hours: July 4th	=	8
Labor Day	=	8
Thanksgiving	=	8
Friday after Thanksgiving	=	8
Total Vacation Hours: Fall Break	=	40

COURSE DESCRIPTIONS

Courses in the Diagnostic Medical Sonography Program are delivered in a structured, progressive sequence. Each course includes learning outcomes that reflect the knowledge (cognitive), technical skills (psychomotor), and professional behaviors (affective) required for entry-level practice. Successful completion of the core curriculum of each program (core curriculum defined as those didactic courses equaling 24 clock hours or greater) is necessary for the student to advance academically, clinically, and professionally (as detailed in policy 1.005)

Prerequisites and co-requisites are established to ensure appropriate academic and clinical progression.

SONT 200

Patient Care

24 clock Hours, Semester 1

This course introduces foundational patient care principles, medical ethics, and basic sonographic concepts.

Student Learning Outcomes

Cognitive: Identify principles of patient care and ultrasound basics

Psychomotor: Demonstrate vital signs and basic equipment use

Affective: Demonstrate professional communication and ethics

Prerequisite(s)

Acceptance into the program

SONT 340

Introduction into Sonography & Scan Lab

50 clock hours, Semester 1

Introduction into Sonography & Scan Lab provides students with foundational knowledge and essential hands-on experience necessary for beginning their sonography education. The course introduces students to the core principles of diagnostic medical sonography.

Student Learning Outcomes

Cognitive: Describe ultrasound equipment and function

Psychomotor: Demonstrate basic scanning techniques

Affective: Demonstrate responsibility for equipment use

Prerequisite(s)

Acceptance into the program

SONT 310, 311

Ultrasound Physics and Instrumentation

50 clock hours, Semester 1 for SONT 310

24 clock hours, Semester 2 for SONT 311

Provides the student with an in-depth study of principles governing ultrasound physics and instrumentation. Principles range from wave behavior on a molecular level to somatic effect and from piezoelectric elements to computer memories.

Student Learning Outcomes

Cognitive: Explain the principles of ultrasound and ultrasound physics

Psychomotor: Ability to optimize images using the principles of ultrasound physics

Affective: Demonstrate analytical thinking

Prerequisite(s)

SONT 310 - Acceptance into the program

SONT 311 - SONT 310

SONT 320, 321

Abdominal Sonography

50 clock hours, Semesters 1 for SONT 320

55 clock hours, Semester 2 for SONT 321

Provides an in-depth study of abdominal ultrasound, including anatomy, physiology, and pathology. It covers the sonographic appearance of normal and abnormal structures in the abdomen, thyroid, male pelvis, and the musculoskeletal system. Also covered are interventional techniques, transplanted organs, and new technologies that include ultrasound contrast and elastography.

Student Learning Outcomes

Cognitive: Identify normal abdominal anatomy and pathology and describe the physiology of abdominal structures as outlined in curriculum guidelines for the abdomen extended concentration.

Psychomotor: Perform basic abdominal scans

Affective: Demonstrate professionalism

Prerequisite(s)

SONT 320 – acceptance into the program

SONT 321 is SONT 320

SONT 330

Gynecological Sonography

50 clock hours, Semester 1

This course provides didactic instruction in gynecologic sonography, focusing on normal pelvic anatomy, physiology, and common pathologic conditions. Emphasis is placed on the theoretical principles of image formation, scanning protocols, and interpretation of sonographic findings.

Student Learning Outcomes

Cognitive: Identify normal pelvic anatomy and pathology and describe the physiology of pelvic structures as outlined in curriculum guidelines for the OBGYN concentration.

Psychomotor: Perform basic pelvic scans

Affective: Demonstrate professionalism

Prerequisite(s)

SONT 330 – acceptance into the program

SONT 331 is SONT 330

SONT 370

Pediatric Sonography

40 clock hours, Semester 1

This course provides instruction in pediatric anatomy, physiology, and pathology, with an emphasis on sonographic imaging techniques specific to the pediatric population. Students are introduced to normal developmental anatomy as well as common congenital and acquired abnormalities. Emphasis is placed on adapting scanning techniques and patient care to meet the unique needs of pediatric patients.

Cognitive: Identify similarities and differences in pediatric anatomy and pathology and describe the physiologic differences in the pediatric patient.

Psychomotor: Perform pediatric scans

Affective: Demonstrate empathy and adaptability

Prerequisite(s)

SONT 370 – acceptance into the program

SONT 331

Obstetrical Sonography

55 clock hours, Semester 2

This course provides in-depth instruction into normal and abnormal fetal development this includes fetal development, fetal growth, and sonographic appearance. The students will also learn what the maternal and fetal factors related

to high risk pregnancies, chromosomal abnormalities. As well as the care of the mother, the postpartum uterus, and fetal well-being. This includes an OB scan lab

Student Learning Outcomes

Cognitive: Identify fetal anatomy and pathology, and will be able to describe fetal growth and development as outlined in curriculum guidelines for the OBGYN concentration.

Psychomotor: Perform obstetric ultrasounds

Affective: Demonstrate empathy and adaptability

Prerequisite(s): SONT 330

SONT 312

Physics Board Review

21 clock hours (Semester 2)

The purpose of this course is to review material from both ultrasound physics courses. The student will increase their understanding of the ARDMS SPI content outline, as well as develop and enhance strategies in test taking for registry examinations.

Prerequisite(s): SONT 310 and SONT 311

SONT 360, 361

Cardiovascular Sonography

42 clock hours, semester 2 for SONT 360

33 clock hours, semester 3 for SONT 361

Exposes the students to anatomy, physiology, pathology, and Scanning techniques used in adult and pediatric heart and vascular Examinations. So that they are prepared to sit for a vascular technology exam or work in an environment that expects graduates to have entry level knowledge of vascular anatomy and imaging.

Cognitive: Explain the vascular anatomy of the extremities, neck, and body

Psychomotor: Perform vascular ultrasounds

Affective: Demonstrate critical thinking and professionalism

Prerequisite(s): SONT 360 is SONT 320

Prerequisite(s): SONT 361 is SONT 360

SONT 390

ARDMS Abdominal Exam Review

27 clock hours, Semester 3

Purpose of this course is to review material from Patient Care and Intro to Sonography, Abdominal Sonography, and Pediatric Sonography and to prepare the students to sit for the ARDMS Board Exam. The instruction is based on the ARDMS content outline for the abdominal board exam.

Prerequisite(s): SONT 390 is SONT 320 & 321

SONT 380

Breast Sonography (Mini Course)

4 Clock Hours, Semester 3

Covers basic anatomy, physiology, and pathology of the breast which is taught by a registered diagnostic sonographer in the Breast Specialty.

Cognitive: Explain breast anatomy

Psychomotor: Perform breast ultrasound

Affective: Demonstrate critical thinking skills, empathy, and professionalism

Prerequisite(s): SONT 380 is SONT 320, 321, 330, 331

- SONT 389 **ARDMS OBGYN Exam Review**
 27 clock hours, Semester 3
 Purpose of this course is to review material from Patient Care and Intro to Sonography, Gynecologic Sonography, and Obstetric Sonography and to prepare the students to sit for the ARDMS Board Exam. The instruction is based on the ARDMS content outline for the OBGYN board exam.
Prerequisite(s): SONT 389 is SONT 330 & 331
- SONT 400 **Professional Growth & Development**
 6 Clock Hours (Semester 1,2,3)
 This course prepares students for professional practice in diagnostic medical sonography by addressing career development, professional organizations, quality assurance, and leadership roles within the healthcare environment. Emphasis is placed on developing professional behaviors, effective communication, and lifelong learning skills necessary for entry-level practice and ongoing career advancement.
- SONT 300, 301, 302 **Applied Sonography**
 531 clock hours, SONT 300
 605 clock hours, SONT 301
 676 clock hours, SONT 302
 Applied sonography is designed for acquisition of practical experience in the ultrasound laboratory. Real-time scanners are utilized for this purpose. Clinical rotations at Physician's Office Center, Inpatient, Cheat Lake Physicians, High-Risk OB, University Town Center, Fairmont Gateway, Vascular and the Breast Care Center. Separate abdominal/small parts and obstetric scan labs are held in addition to the applied sonography. The Program Director and the Clinical Coordinator work with students on specific exams during this time.
Prerequisite(s): SONT 301 is SONT 300
Prerequisite(s): SONT 302 is SONT 301
- SONT 351, 352 **Case Review & Critique I, II**
 27 clock hours, semester 2 for SONT 351
 25 clock hours, semester 3 for SONT 352
 This course requires the students to select a topic related to the didactic courses, and what they have seen in clinic. They will research the topic, put together a presentation, and present it to educators, managers, and sonographers. Students will present three cases a semester, and write one research paper that is formatted in a way that it could be submitted to the Journal of Diagnostic Medical Sonography (JDMS).
Cognitive: Analyze and interpret sonographic findings
Psychomotor: Research, prepare and present clinical cases
Affective: Demonstrate professionalism and effective communication
Prerequisite(s): SONT 351 is SONT 320, 370, 330
Prerequisite(s): SONT 352 is SONT 320, 321, 370, 330, 331

General Course information:

Information about each course requirements and specific grading criteria can be found in the syllabus.

Attendance Policy: The class format will involve a combination of lectures, discussions, group and case exercises, oral and written assignments, and online activities. The course will provide a peer-learning and collaborative atmosphere as professionals and colleagues interact in a stimulating learning environment. To benefit from this class, regular attendance, in-class participation, and online participation are required. Students are expected to complete reading assignments before class to actively participate in class discussions. Attendance and participation can be used in the final determination of grades and can alter your grade up or down.

Course methods of Instruction and Requirements:

All classes are in person, either in the classroom or the clinical environment. All course material including syllabus, lectures, worksheets, study guides, and lecture notes will be posted in the documents section of Trajecsys.

In-Class Discussions and Participation (2%)

Students are expected to actively participate in in-class discussions related to assigned readings and supplemental course materials. Participation may include responding to instructor questions, contributing to group discussions, sharing a relevant article, or discussing a case study related to the topic being covered. Contributions must be relevant, respectful, and demonstrate engagement with the course content. In-class participation accounts for 2% of the overall course grade.

STEPS lab: The STEPS lab Anatomage will be used frequently throughout the course to help students understand how anatomy is arranged in the human body and how that anatomy relates to other structures. This is used by the WVU Medical School, all the residency programs, and the Imaging education school therefore, time has to be reserved for this equipment, and all students are expected to use this time wisely.

Sample Remediation Policy (Not all instructors require)

Students who score **below 78%** on an exam must complete a remediation activity to show understanding of the material. This activity will cover the **exam content only** and must meet the format decided by the instructor. **Remediation does not apply to quizzes, final exam, or grades above a 78%.** All missed exam questions must be answered correctly to progress.

1. Handwrite each missed question and its correct answer.
2. Explain the correct answer in detail and cite where it was found in the textbook.
3. Submit the handwritten work by email within one week of the exam.

If remediation is **not completed as described above and turned in within one week of the exam, a “0” will be recorded for the grade.*

Sample Grading Breakdown:

Workbook: 10%
Homework: 20%
Final exam: 10%
Exams (15): 60%

<u>Percentage Grade</u>	<u>Letter Grade</u>	<u>Quality Point</u>
100% - 93%	A	4.0
92% - 86%	B	3.0
85% - 78%	C	2.0
77% - 70%	D	1.0
< 70%	F	0.0

Americans with disabilities act: WVU Imaging Science programs adhere to all applicable laws, regulations, and guidelines concerning providing reasonable accommodations for students with temporary and permanent disabilities. You must complete with accommodations form before accommodations can be provided. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you have completed the form and turned it into your program director.

Academic dishonesty:

Students enrolled in the Imaging Science programs at West Virginia University Hospitals are expected to demonstrate integrity and ethical behavior in all aspects of their education and professional careers. Dishonesty in the didactic and clinical environment is a direct violation of the professional code of ethics and will result in disciplinary action and possible sanctions by each respective governing body. Students should be aware of the fact that violations relating to ethical and/or dishonest behavior may result in them being disqualified from practicing in their respective field

Academic Dishonesty is defined to include any of the following:

1. Plagiarism: Submitting for credit, without proper acknowledgment, written or oral material that has been knowingly obtained or copied in whole or in part from another individual's academic composition, compilation, or commercially- prepared papers.
2. Fraudulent and dishonest practices in connection with evaluation mechanisms including but not limited to:
 - a. Obtaining unauthorized assistance or knowingly giving unauthorized assistance to another student during didactic examinations, clinical examinations, practicums, or any other applicable cognitive, psychomotor, or affective evaluation process.
 - b. The use of reference materials or any source of information during examinations, unless authorized by the examiner.
3. Forgery, misrepresentation or fraud:
 - a. Forging or altering any official educational record or document.
 - b. Forging or altering any official medical record or document.
 - c. The use of programmatic or institutional documents or data with the intent to defraud.
 - d. Presenting false data or intentionally misrepresenting one's records for admission, registration or withdrawal from the program

Disciplinary Action / Due Process

Summary Level IV (**Dismissal**) disciplinary action may be invoked for students involved in and/or participating in actions defined as academic dishonesty.

Please see Policy #1.003 (Disciplinary Action) for specifics. All students are afforded due process when disciplinary action is invoked. Please see Policy #1.002 (Due Process) for specifics

*The Education Coordinator and/or instructor has the right to adjust the topics, assessments, and schedule to best serve the students about material content and time management. **

Didactic Instructor Evaluation

Policy:

All didactic courses inclusive of the curriculum content required by the specific program's accrediting body will be evaluated by the student with regard to course content, course quality and instructor proficiency. Elective courses offered through each program and courses of less than 10 clock hours duration will be evaluated at the discretion of the Instructor, Education Program Coordinator and/or the Education Manager

Evaluation Instrument:

Student evaluation of instruction will occur through the completion of a course evaluation. This form is currently distributed electronically through an on-line survey application. The form is standard for all programs and is based on a 5 point score with the following values/designations.

Poor = 1.0 Fair = 2.0 Satisfactory = 3.0 Good = 4.0 Excellent = 5.0

Procedure:

1. At the conclusion of each course, the course instructor will electronically distribute the evaluation forms to each student. It is imperative that the instructor not be present when the students are completing the evaluations and that all responses remain anonymous.
2. The Education Program Coordinator will determine an overall course rating from the evaluations and will review for relevant comments or suggestions. The overall course rating will be used as a quantitative measure of the instructor performance. Program performance standards require an overall 3.0 rating for each course of instruction.
3. Student evaluations will be retained electronically for a minimum time period equal to the specific program's accreditation award length. (I.e. retain for 5 years if program's accreditation award covers a 5 year time frame)
4. Areas indicating poor performance in instructional presentation will be documented. The Education Program Coordinator (or Education Manager) will consult with the instructor relative to performance deficiencies and avenues for performance improvement. Classroom monitoring will occur at the discretion of the Education Program Coordinator or Education Manager.
5. Consecutive overall instructional performance ratings below 3.0 will result in a performance analysis review by the Education Program Coordinator (or Education Manager) to determine if instructional deficiencies are consistent and to evaluate the progress achieved by the instructor since the previous performance rating. If it is determined that the student population has not acquired and retained the required level of knowledge specific to the course content and documentation exists identifying instructional presentation as a primary cause, the Education Advisory Committee will determine a plan for remediation.



Education Manager

Sample didactic course evaluation:

Section II

Complete the following questions to the best of your ability.

The overall quality of this course. Poor Fair Satisfactory Good Excellent N/A

In general, evaluate the instructor's teaching. Poor Fair Satisfactory Good Excellent N/A

The instructor's written communication describing course content and requirements. Poor Fair Satisfactory Good Excellent N/A

The instructor's advance preparation and organization of each class. Poor Fair Satisfactory Good Excellent N/A

The clarity of explanations of course content and summaries of major topics. Poor Fair Satisfactory Good Excellent N/A

The instructor's knowledge of course content. Poor Fair Satisfactory Good Excellent N/A

The instructor's interest in the student's learning of the course content. Poor Fair Satisfactory Good Excellent N/A

The ability of the instructor to keep the course interesting. Poor Fair Satisfactory Good Excellent N/A

The instructor's encouragement for student discussion and questions. Poor Fair Satisfactory Good Excellent N/A

The instructor's clarity and completeness in answering questions. Poor Fair Satisfactory Good Excellent N/A

The contribution of assignments/materials to understanding the course content. Poor Fair Satisfactory Good Excellent N/A

The instructor's use of audio/visual materials to present course content. Poor Fair Satisfactory Good Excellent N/A

If asked for help, the instructor provided time during office hours or through appointment. Poor Fair Satisfactory Good Excellent N/A

The instructor's utilization of the scheduled time allotted for this course was adequate. Poor Fair Satisfactory Good Excellent N/A

Evaluate the selection of exam questions to represent course material emphasizing major topics. Poor Fair Satisfactory Good Excellent N/A

Evaluate the instructor's course grading mechanism. Poor Fair Satisfactory Good Excellent N/A

Section III

Consider the following questions with reference to the ratings. Provide comment(s) in the space provided for each question.

Expand on items in which you rated your instructor as EXCELLENT, and/or comment on the other valuable aspects of the course and the instructor.

Expand on items in which you rated your instructor as POOR, and/or comment on the other areas in which you feel improvement is needed. Please provide suggestions for improvement.

IMAGING SCIENCE EDUCATION PROGRAMS
 Diagnostic Medical Sonography Program

Fall 2026 Class schedule for Semester 1 and 3 Both levels

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	8:00-9:00 SONT 361- VASC Sherman/Kitta - CAI	8:00-9:30 SONT 310 Physics I Katie Riley HSC 2041A	Nuc Med time slot	8:00-9:00 SONT 361 Vascular CAI Sherman/Kitta	8:00-9:00 SONT 310 Physics I Katie Riley HSC 2041A
8:30am					
9:00am	9:00-12:00 SONT 390 ABD ARDMS registry review Katie Riley HSC 2041A	9:30-1030 SONT 320 GYN Katie Riley HSC 2041A	Nuc Med time slot	9-10:00 Case Review Research time SONT 352	Classroom open
10:00am					
10:30am					
11:00am	1030-1130 SONT 370 PEDS Katie Riley HSC 2041A	Nuc Med time slot	10:30-11:30 SONT 370 PEDS Katie Riley HSC 2041A	Classroom open	
11:30am					
11:30am	11:30-12:30 Lunch according to your clinic	11:30-12:30 Lunch according to your clinic	11:30-12:30 Lunch according to your clinic	11:30-12:30 Lunch according to your clinic	11:30-12:30 Lunch according to your clinic
12:00pm	Nuc Med time slot	1:00-3:30 SONT 330 Abdominal I Caitlin Chisler HSC 2041 A	Nuc Med time slot	12:30-2:30 SONT 200 Patient Care 4-6 week course Class with Echo and DMS Dawn Smith HSC 2041A	Classroom open
1:00pm					
1:30pm					
3:00pm	Nuc Med time slot	Nuc Med time slot	2:30-3:30 SONT 320 Make-up class period Abdominal I Caitlin Chisler	Classroom open	
3:30pm					
4:00pm	Nuc Med time slot	Nuc Med time slot	Nuc Med time slot	Classroom open	

1. Breast sonography course will be Thursday, August 6 and Tuesday August 11 - in HSC 2276 - Resident Conf Rm
2. Sonography and Echocardiography students are together in the patient care course is a 4-6 week course
3. The ultrasound specific portion of patient care will be taught in the Monday PEDS time slots in the month of July
4. Scan labs will be at the discretion of the program dir. and clinical coordinator

Seniors
Juniors

Spring Class Schedule - Tentative schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00am	Make up class time	8:00-9:00 SONT 361 Vascular Sarah Sherman CAI	Nuc Med time slot	8:00-9:00 SONT 361 Vascular Sarah Sherman CAI	
8:30am					
9:00am		9:00-10:00 SONT 150 Case Review K. Riley		9:00-11:30 SONT 311 Physics & Instrumentation II once SONT 311 complete SONT 312 Physic Board Review K. Riley 2041 A	
9:30am		10:00-11:30 OB Sonography K. Riley 2041A			
10:00am					
10:30am					
11:00am					
11:30am	11:30-12:30 Lunch or according to your clinic	11:30-12:30 Lunch	11:30-12:30 Lunch or according to your clinic	11:30-12:30 Lunch	11:30-12:30 Lunch or according to your clinic
12:00pm					
1:00pm		1:00-3:00 SONT 400 ** Professional Growth and Development Various Instructions Combined with all modalities 2041 A - unless otherwise noted on syllabus		1:00-3:00 SONT 321 Abdominal II C. Chister 2041 A	
1:30pm					
3:00pm					
3:30pm					

Spring class schedule once SONT 312 is complete- Tentative schedule

	Monday	Tuesday	Wednesday	Thursday	Friday			
8:00am	Make up class time	8:00-9:00 SONT 361 Vascular Sarah Sherman CAI	Nuc Med time slot	8:00-9:00 SONT 361 Vascular Sarah Sherman CAI				
8:30am								
9:00am		9:00-10:00 SONT 150 Case Review Research		9:00-11:30 SONT 331 OB Sonography K. Riley 2041 A				
9:30am								
10:00am								
10:30am								
11:00am								
11:30am		According to your clinic Lunch		11:30-12:30 Lunch		According to your clinic Lunch	11:30-12:30 Lunch	According to your clinic Lunch
12:00pm								
1:00pm							1:00-3:30 SONT 321 Abdominal II C. Chisler 2041 A	
1:30pm								
2:00 PM								
3:00pm								
3:30pm								

Required Textbook List 2026-2027

1. Understanding Ultrasound Physics
 - a. Author: Sidney K. Edelman
 - b. 4th edition
 - c. 0-9626444-5-5
2. Diagnostic Medical Sonography: Abdomen & Superficial structures
 - a. Kawamura, Nolan
 - b. 5th edition
 - c. 978-1975217174
3. Diagnostic Medical Sonography: Obstetrics & Gynecology
 - a. Stephenson, Dmitrieva
 - b. 5th edition
 - c. 978-1975217280
4. SDMS student membership
5. Examination Review for Ultrasound: Sonographic Principles & Instrumentation
 - a. Steven Penny
 - b. 3rd edition
 - c. 978-1975222109
6. Examination Review for Ultrasound: Abdomen and Obstetrics & Gynecology
 - a. Steven Penny
 - b. 3rd edition
 - c. 978-19675185480

Remote Instruction

The Imaging Science Education Programs sponsored by West Virginia University Hospitals (WVUH) follows a traditional, in-person, on-campus model for the delivery of the didactic and clinical curriculum. However, in situations in which on-campus attendance is limited or prohibited, program officials may utilize remote instruction to facilitate the delivery of didactic course content. The following identifies the conditions and procedures governing remote instruction.

Remote Instruction during Campus Closure

In the event of campus closure for inclement weather or other conditions, the Imaging Science Education Programs may implement remote instruction in place of on-campus classes. The decision to implement remote instruction is solely at the individual instructor's discretion. When remote instruction is implemented, students are expected to participate as if it were a regular instructional session. Students must log in to the designated learning platform at the scheduled class time while maintaining constant video presence (camera on) during instruction and assigned activities. Attendance will be taken during remote instruction. Students who fail to log in or participate as required will be marked absent, and personal leave will be deducted unless prior arrangements or approved excuses have been documented in accordance with existing attendance policies. Notification of remote instruction sessions will be communicated through official institutional channels (e.g., email, website, learning management system, or emergency notification system). This policy ensures continuity of instruction while maintaining student safety and accountability.

Ad Hoc Remote Instruction

Remote instruction may be implemented on a limited basis in unique situations in which a student or group of students are temporarily unable to be on campus during a scheduled didactic session. Implementation of ad hoc remote sessions is strictly at the instructor's discretion, and should be implemented on a constrained, limited basis. This provision is not intended to be a pathway for conversion from an in-person to a distance learning model. The following is noted:

- (1) The Imaging Science Education programs are not accredited as hybrid or distance learning programs. Although limited provisions may be implemented for remote learning, each program director should evaluate their program's specific accreditation standards to assure compliance and avoid conducting remote instruction at a frequency that would be considered a substantive change.
- (2) Students utilizing personal leave may request to attend a didactic session remotely; however, facilitating such sessions is strictly at the instructor's discretion and virtual attendance by the student does not reduce and/or supersede the previously granted personal leave amount.



Education Manager

Course Lecture Sessions Makeup Policy

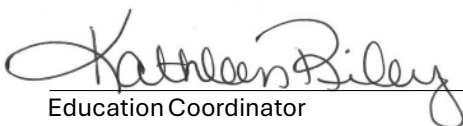
The program officials and instructors will abide by the following procedure for permitting students to make-up course work missed as a result of being absent from a scheduled lecture session. This policy serves to eliminate, as much as possible, any potential advantage that a student may achieve by being absent from a scheduled lecture session and thereby obtaining a greater amount of study and/or preparation time, for the scheduled activities of the class, than those students in attendance.

1. The student is solely responsible for the lecture material covered and for making up any examinations, quizzes, homework assignments, etc. which occurred during their absence from the lecture session.
2. All examinations and/or quizzes must be made up on the student's first regular scheduled day of attendance (Monday thru Friday) following their absence from the lecture session.

The student must follow the procedure below:

- a. Contact the course instructor by 8am on the day of your return and inform the instructor that you are presenting yourself to make-up the missed examination and/or quiz.
 - b. In the event that the course instructor is not available, contact the program director or program clinical coordinator immediately for further instruction.
 - c. Instructor(s) may submit the examination and/or quiz to a program official who will proctor the make-up session for the instructor. Instructors who anticipate that they will not be available for the make-up session must arrange in advance for the program director and/or clinical instructor to proctor the session.
3. Failure of the student to follow the aforementioned make-up guidelines imposes a mandatory requirement upon the instructor to record a percentage grade of zero for the examination and/or quiz.
 4. A student who fails to meet an assignment (e.g. term paper) deadline as a result of being absent on the deadline date must submit the assignment on the first regular scheduled day of attendance following the absence. The equivalent of a 10% reduction in grade will be imposed as a penalty for missing the deadline. Each day the assignment is late will result in an additional 10% reduction in grade. No assignment will be accepted if more than 3 days past the due date. If the student fails to submit the assignment as described above, the instructor is required to enter a percentage grade of zero for the assignment.

This policy and procedure will be followed in all cases except where the Program Director and Instructor have agreed to waive this policy because of special extenuating circumstances.


Education Coordinator

Date

Hours of Academic and Clinical Education

The Diagnostic Medical Sonography Program complies with CAAHEP and JRC-DMS standards regarding student workload and scheduling. Combined didactic and clinical education will not exceed 40 hours per week, and students are limited to a maximum of 8 hours per day unless otherwise approved.

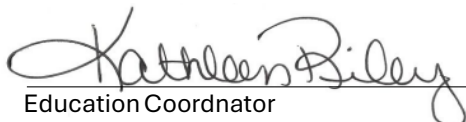
Students are expected to attend all scheduled academic and clinical assignments. Absences must be managed in accordance with the program's attendance policy.

Routine academic and clinical assignments are scheduled Monday through Friday, with typical start times between from 7:00 AM to 8:00 AM, and end times between 3:30 PM to 4:30 PM, depending on course and clinical site requirements.

To support comprehensive clinical education and exposure to departmental workflow, students will complete two (2) one-week evening shift rotations during the second semester. These rotations are scheduled from 10:30 AM to 7:00 PM, Monday through Friday. Evening rotations are structured, supervised, and of limited duration and are designed to enhance clinical learning opportunities.

Students will not be scheduled for weekend or overnight clinical assignments. Any non-standard clinical schedules will be communicated in advance and conducted under appropriate supervision.

Students will not be required to attend more than 8 hours per day. If a student exceeds the established weekly hour limit due to program-related activities, compensatory time off will be provided in accordance with program policy.


Education Coordinator

Pregnancy Policy

It is the policy of the West Virginia University Hospitals Diagnostic Medical Sonography Education Program to follow the steps outlined below, and provide three options to our students in the event that pregnancy should occur during the eighteen (18) month program.

1. A Diagnostic Medical Sonography student is not required to disclose a pregnancy; however, disclosure allows the program to provide appropriate pregnancy-related accommodations and safety considerations in accordance with Title IX and institutional policy.
2. Upon notification by the student that a pregnancy exists, the Education Coordinator will go over the options associated with a pregnancy declaration and the effects on their didactic and clinical education.
3. Students working in ultrasound are not exposed to radiation producing equipment, however if the student wishes a film badge will be issued to be worn at the level of the pelvis to monitor any possible fetal dose encountered while working in the Department of Radiology.

Option # 1 – Choose Not to Disclose Information Regarding Pregnant Condition

By choosing this option, the student implies acknowledgement that she will receive no pregnancy-related accommodations, support, or safety considerations. The student will be held to the same attendance, academic, and clinic requirements without any modifications. This can expose the student and her pregnancy to unanticipated health and safety risks in clinical settings. No policy or performance exceptions can or will be implemented should the student choose this option.

Option #2 - Leave of Absence during pregnancy. If the student so decides, she may elect to leave the Program under the following requirements:

- a. Upon accepting this option and leave the Program, she must notify the Education Coordinator immediately.
- b. The student shall re-enter at the beginning of the corresponding semester in which she left. (i.e., if the student left mid-way through the second semester she would be required to re-enter the program at the beginning of the second semester the following year).
- c. All didactic and clinical course work must be completed prior to graduation from the Program

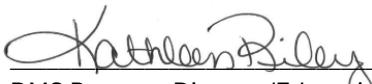
Option # 3 - Remain in Program throughout pregnancy. If the student so decides, she may continue in the Program under the following requirements:

- a. The student shall participate in all scheduled clinical rotation areas as assigned.
 - b. The student shall participate in all scheduled didactic courses and activities.
4. The Education Coordinator shall document the student's decision in regard to the two options described above.
 5. The student shall complete and sign a form acknowledging receipt of information and associated documentation in regard to the pregnancy. All documentation shall be entered into the student's permanent personal file.

Withdrawal of Declaration of Pregnancy

The student has the right to withdraw their declaration of pregnancy due to birth or other complications with pregnancy and must fill out the attached Withdrawal of Declaration of Pregnancy form. By filling out the form, the student acknowledges that their pregnancy no longer exists.

All documentation shall be entered into the student's permanent personal file.



DMS Program Director/Education Coordinator

Date

West Virginia University Hospitals
Imaging Science Education Programs - DMS

Declaration of Pregnancy Form (DMS)

I verify by my signature below that:

- 1) I have notified the DMS Program Director of my pregnancy.
- 2) I have read and understand the DMS program pregnancy policy
- 3) I have had the opportunity to discuss questions concerning the sonography program with the DMS Program Director. Furthermore, I understand that should additional questions arise, I may again consult with the DMS Program Director.

Please Choose One of the Following:

_____ I understand challenges of the DMS Education Program. I **elect to remain** in the Program and adhere to the requirements as stated in Option # 3 of the attached Pregnancy Policy.

_____ I do understand the challenges in continuing in the DMS Education Program while pregnant. However, I **elect not to remain** in the DMS Education Program and that a **leave of absence** from the Program has been granted to me as stated in Option #2 of the attached Pregnancy Policy. I have read, understand, and agree to the conditions specified in the Medical Leave of Absence Policy.

Student

Date

DMS Program Director

Date

Education Manager

Date

West Virginia University Hospitals
Imaging Science Education Programs – DMS

Withdrawal of Declaration of Pregnancy Form (DMS)

I verify by my signature below that:

- 1) I have notified the DMS Program Director my pregnancy no longer exists.
- 2) I withdraw my previous declaration of pregnancy and fully resume my duties as a student.

Student

Date

DMS Program Director

Date

Education Manager

Date

Access or Release of Student Records Policy

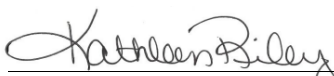
The Accreditation Standards for Diagnostic Medical Sonography Education released by the Joint Review Committee on Educational Programs in Diagnostic Medical Sonography requires that records be maintained permanently for all didactic and related courses attempted and/or completed by all students. The student's permanent record file shall contain the following:

1. Admission Documents: application, weighted values calculation sheet, signed acceptance letter, essential performance standards
2. Transcripts and associated records
3. Didactic examination records (7 years, or one accreditation cycle)
4. Counseling records (7 years, or one accreditation cycle)
5. Disciplinary action(s) (permanently)
6. Final transcripts of didactic, laboratory and clinical achievement in nuclear medicine (permanently)
7. Records of attendance, clinical rotation and grades for all courses in nuclear medicine (7 years, or one accreditation cycle)
8. Documented evidence of student clinical competency (7 years, or one accreditation cycle)
9. Copy of CPR certification card (7 years, or one accreditation cycle)
10. Copy of associates degree (typically found on the final transcript)(7 years, or one accreditation cycle)

Our program is re-evaluated and re-accredited every seven years. A site-visit team assigned by the Joint Review Committee will re-evaluate the program at the end of the seven year accreditation period. The site visit team will request access to student records to assure that each student's records have been properly maintained. Due to the Family Education Rights and Privacy Act of 1974 also known as the "Buckley Amendment" it is necessary that we obtain prior authorization from the student to allow access to the student's personal records. Your signature on the attached " Authorization for Access or Release to Student Record Information" will provide our program with the aforementioned authorization.

The following provisions will be followed to assure the students privacy:

1. A record of disclosure will be maintained and kept with the educational records of the student whose personally identifiable information was released.
2. This record must identify the parties who obtained the information and the reasons why these parties needed the information.
3. In addition, the party to whom the information was disclosed must not disclose the information to any other party without prior written consent of the student or his or her parents. The information taken from the records may be used by the organization only for the purpose for which the disclosure was made.
4. If the organization does release personally identifiable information for other purposes, it must also maintain a complete record of disclosures.



Program Director/Education Coordinator

Date



Imaging Science Education Programs

Radiography, Radiation Therapy, Nuclear Medicine, Ultrasound, MRI & Echocardiography

Educational Records Release Form

Student/Graduate Name: _____

DOB: _____ Year of Graduation: _____

Institution, program, or individual to which records are to be released/sent:

Name: _____

Address: _____

City, State, Zip: _____

Educational records to be released/sent: (WVUH can only release **WVUH transcripts** to outside agencies)

- Official Transcript
- Copy of Certificate

“In accordance with the Family Education Rights and Privacy Act of 1974, my signature below authorizes West Virginia University Hospitals Imaging Science Education Programs to release the aforementioned “Educational Records” to the institution(s) and/or individual(s) indicated above.”

Student/Graduate Signature: _____ Date: _____

Program Director Signature: _____ Date Sent: _____

ARDMS application guidelines



SPI Examination Requirement

The Sonography Principles & Instrumentation (SPI) Examination Requirement allows students to apply for and take the SPI examination prior to graduation. The SPI Examination Requirement can be found in the Prerequisite section of this guide.

The SPI Examination Requirement cannot be used when applying for a specialty examination (e.g. AB, BR, OB/GYN, FE, AE, MSKS, PE, PS, VT). Applicants previously approved for the SPI examination under the SPI Examination Requirement must choose a prerequisite in order to apply for a specialty examination.

SPI Examination Requirement

Note: All listed items must be met and completed prior to submission. See the Notes About the SPI Requirement on page 10.

Education

Successful completion of a general, medical or sonographic physics class/seminar/course.

Documentation Required with Application

A transcript (see transcript requirements below) reflecting successful completion of a graded general, medical or sonographic college, post-secondary or higher education physics class (with a grade of C or above);

OR

A CME certificate denoting successful completion of a general, medical or sonographic physics seminar, physics review course, or physics correspondence course, denoting a minimum award of 12 ARDMS-accepted CME credits. The certificate must meet ARDMS CME documentation requirements (visit ARDMS.org/CME to view ARDMS-accepted CMEs). The CME credits must be earned within two (2) years prior to application submission.

Transcript Requirements

- Name of Applicant and school must be printed on the transcript; handwritten information will not be accepted.
- The class or course name must specifically indicate **Physics, Physical Principles** and/or **Instrumentation** in the title and be printed on the transcript. Supplementary information will not be accepted.
- Transcript can be unofficial or official.
- If submitting a foreign transcript or degree, a formal course by course foreign transcript evaluation report must accompany the application summary and indicate the aforementioned requirements.
- Transcripts indicating only a number grade must include a **grade key** printed on the transcript showing the equivalent letter grade. Supplementary information will not be accepted.

Notes About the SPI Examination Requirement

- The SPI Examination Requirement applies to the SPI examination only.
- If the SPI examination is your first ARDMS examination (excluding PVI and MSK), please note: those who can fully meet an existing ARDMS prerequisite are strongly encouraged to apply under that prerequisite, as future application processing will be faster and easier.
- Applicants who have been approved to take one of the following examinations will apply as a re-applicant (no required supporting documentation) AB, BR, OB/GYN, FE, AE, PE, VT, PS, MSKS.
- A clinical verification (CV) form is not required for the SPI examination.
- To apply for an ARDMS specialty examination (AB, BR, OB/GYN, FE, AE, PE, VT, PS), an existing ARDMS prerequisite must be met.

Important: The name on all supporting documentation must be consistent and must match the name under which you apply. If it does not, you will need to submit legal documentation of the name change (e.g. a marriage/divorce certificate) with your application summary page and all other supporting documentation. Visit ARDMS.org/manage-personal-information for details.





Paperless Prerequisite 2 Visual Guide

Who is the paperless prerequisite 2 pathway for?

Students enrolled in a CAAHEP or CMA accredited diagnostic medical sonography/diagnostic cardiac sonography/vascular technology program whose Program Director uses the Paperless Prerequisite 2 Application Program.

STEP 1

The **STUDENTS** request an ARDMS ID number and link themselves to their CAAHEP or CMA program by registering for a [MYARDMS](#) account. Students who have already received their ID number should provide to their Program Director.

STEP 2

The **PROGRAM DIRECTOR** logs into their [MYARDMS](#) / [MYAPCA](#) account and clicks on the "Educator Corner" tab. Beginning 90 days prior to graduation, the Program Director can submit a new Prerequisite 2 form with students' name and ID numbers. This form verifies the students' clinical experience and expected date of graduation.

STEP 3

STUDENTS receive email from ARDMS notifying them that the Program Director has provided the required information for their Prerequisite 2 application. Students who receive this email can begin applying for their specialty examination 60 days prior to graduation through [MYARDMS](#).

STEP 4

Upon receiving their automatic approval, **STUDENTS** may now schedule and take their ARDMS examination with Pearson.

STEP 5

The **PROGRAM DIRECTOR** will log into their [MYARDMS](#) / [MYAPCA](#) account to verify graduation or program completion for students submitted on the form (in Step 2). Program Directors **MUST** update graduation or program completion for all students submitted on the form within 60 days **AFTER** the graduation or program completion dates.

*For students with delayed graduation dates please email: applicationinformation@inteleos.org for guidance.

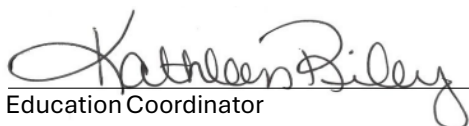
*Failed examinations require students to wait a 60-day mandatory waiting period before re-applying.
Please email applicationinformation@inteleos.org with questions.

Graduation Requirements

Students must meet all program requirements in accordance with CAAHEP/JRC-DMS Standards to graduate. This includes successful completion of all didactic and clinical coursework, required competencies, and proficiency evaluations.

Graduates are expected to demonstrate:

- Competency in performing diagnostic ultrasound examinations and obtaining diagnostic-quality images
- Knowledge of ultrasound physics, instrumentation, anatomy, and pathology
- Effective communication and professional behavior
- Safe, compassionate patient care and adherence to safety standards
- Ability to recognize abnormal findings and apply critical thinking in clinical practice
- Collaboration as a member of the healthcare team and commitment to lifelong learning


Education Coordinator

Date



Diagnostic Medical Sonography Policies Section

DMS Programmatic Organization Chart

Michael Grace, President and CEO WVU Hospitals

Nathan Burt,
 Asst. Chief oper.
 Officer

Education Advisory Committee

Jay Morris-Education Manager, Rad. Educ. Prog. Coor.	Joy Morris-Rad. Clinical Educ. Coor.
Kathleen Riley-DMS Educ. Prog. Coor.	Debbie Ferencz -Rad. CI
Caitlin Chisler-DMS Clinical Coordinator	Neal Humphries-Rad. CI
Tiffany Davis-NM Educ. Prog. Coor.	Samantha Eakle-Rad. CI
Charles Holben-MRI Educ. Prog. Coor.	Erin Dale-DMS Public Member
Christina Paugh-RT Educ. Prog. Coor.	Current Student
Stephanie Hardy-ECHO Educ. Prog. Coor.	Megan Rush-Graduate
Dawn Smith-Echo clinical Coordinator	

Amanda Pechatscko
 MBA, RT(R)(CT)
 Clinical Admin.,
 Rad.

Program Director:
 Kathleen Riley, MS, RDMS, RT(R)

Medical Director:
 Cara Bryan, MD

Clinical Coordinator:
 Caitlin Chisler, RBA, RDMS, RT(R)

Didactic Instructors:
 Darbi Wolfe RDMS, RT(R)
 Sarah Sherman MS, RDMS
 Courtney Kniceley RDMS, RT(R)
 Dawn Smith BA, RDCS

Clinical Preceptors:

Kimberly Tustin-RDMS, RVT, RT(R)
 Maria Redpath-RDMS, RT(R)
 Kelli Jordan-RDMS, RT(R)
 Sydney Banker-RDMS, RT(R)
 Megan Rush
 Dallas Kelly
 Breanna Decker
 Allie Cline
 Shayna Miller
 Alena Olson
 Katy Brugnoli
 Anastasia Benedum
 Courtney Kniceley
 Keriann Ross
 Megan Rush
 Caitlin Gutta
 Jaime Lancaster
 Cara Miller
 Misty Rechichar
 Megan Hickman

Clinical Preceptors:

Diane Stofcheck-RVS
 Lisa Cameron BS, RDMS, RVT
 Rachel Chatkin, RVS
 Kelly Honaker, RDMS, RVT
 Heather Kitta, RVS
 Hadleigh Nair RDMS, RVT, RDCS
 Danielle Nicklow, RDMS, RVT
 Sarah Sherman-RDMS, RVT
 Emma Wesolek, RVT

Clinical Preceptors:

Sarah Atkins
 Paula Camden
 Marleah Demyon
 Briane Dittman
 Jennifer Graham
 Brooke Mason
 Amber Payton
 Spencer Shriver
 Darian Wise

Clinical Preceptors:

Darbi Bane
 Halley Dawkins
 Tammy Harbert
 Amanda Starkey

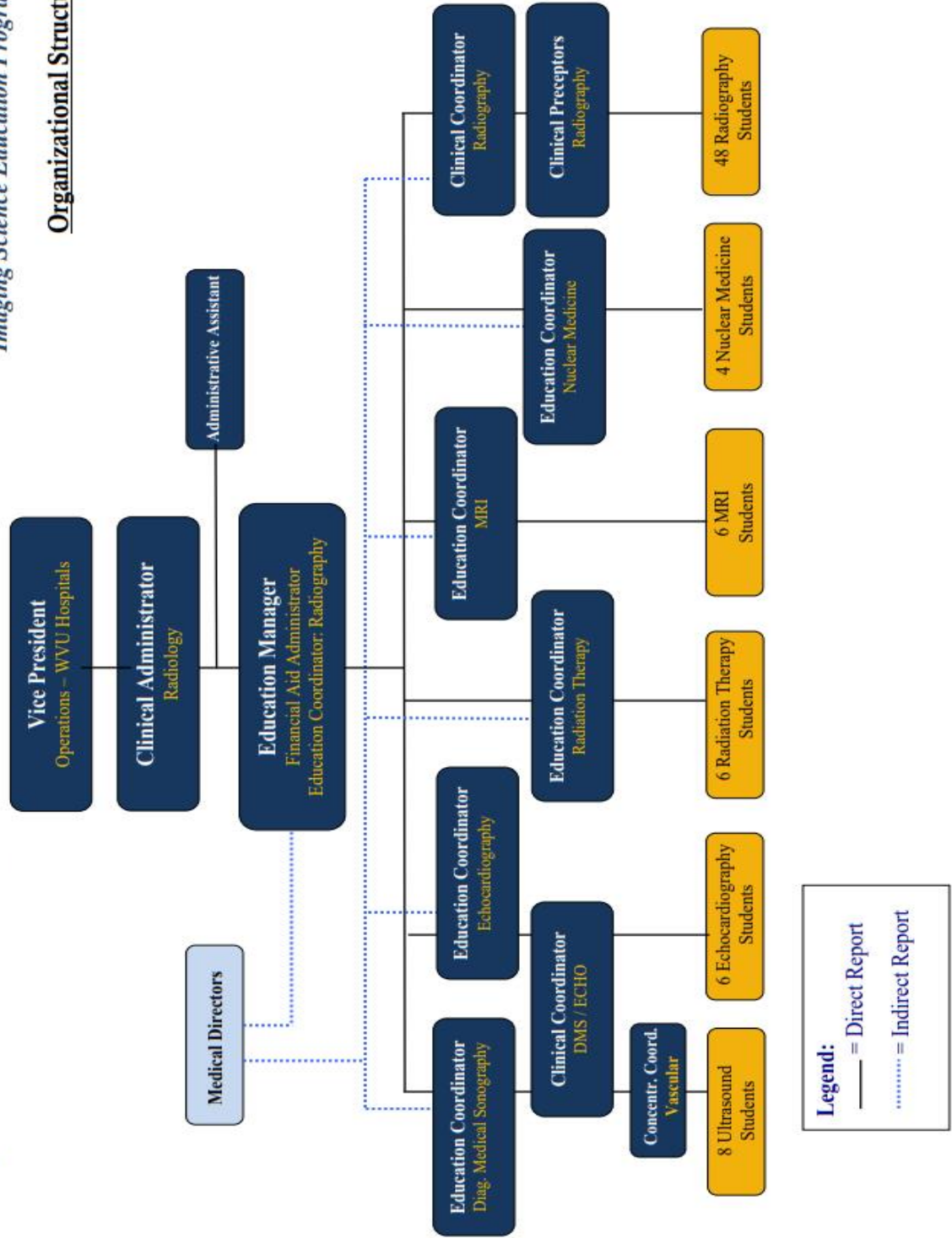
Clinical Affiliate:
 Vascular Lab

Clinical Affiliate:
 Betty Puskar Breast Care Center

Clinical Affiliate:
 Physician's Office Center (Outpt), Ruby Memorial Hospital (Inpt), Cheat Lake Physicians, University Town Center, Children's Hospital, Fairmont Gateway

Clinical Affiliate:
 Children's Hospital (MFM), Cheat Lake Physicians (OB), University Town Center (OB)

Organizational Structure



IMAGING SCIENCE EDUCATION PROGRAMS

Diagnostic Medical Sonography Program

Education Advisory Committee

Diagnostic Medical Sonography Education Program

Amanda Pechatsko
Clinical Administrator, Radiology

Caitlin Chisler
Clinical Coordinator, Ultrasound

Jay Morris
Education Manager

Dawn Smith
Clinical Coordinator, Echocardiography

Kathleen Riley
Education Coordinator, Ultrasound

Joy Mason
Clinical Coordinator, Radiology Ed.

Stephanie Hardy
Education Coordinator, Echocardiography

Neal Humphries
Clinical Preceptor, Radiology Ed.

Tiffany Davis
Education Coordinator, Nuclear Medicine

Samantha Eakle
Clinical Preceptor, Radiology Ed.

Christina Paugh
Education Coordinator, Radiation Therapy

Deb Ferencz
Clinical Preceptor, Radiology Ed.

Charles Bradley Holben
Education Coordinator, MRI

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Student Representatives: (current and graduate)

Diagnostic Medical Sonography

Echocardiography

MRI

Nuclear Medicine

Radiation Therapy

Radiography Junior Class

Radiography Senior Class

Maintenance of Student Records Policy

I. Family Educational Rights and Privacy Act (FERPA)

West Virginia University Hospitals (WVUH) maintains student records within the scope of the provisions established by the Family Educational Rights and Privacy Act (34 CFR 99) and its subsequent revisions herein referred to as FERPA or the "Act". This policy attempts to articulate the principle components of FERPA as applicable to enrolled eligible students and/or parents. In situations not specifically addressed by this document, WVUH will defer to requirements of the Act which may be accessed in its entirety at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

II. FERPA Provisions

- FERPA gives parents certain rights with respect to accessing their children's education records. These rights transfer to the student when he or she reaches the age of 18 or enters a postsecondary institution. Students to whom the rights have transferred are "eligible students." Parents may retain these rights in accordance to CFR 99.31(a)(8) when the student is a dependent as defined by the Section 152 of the IRS Code. WVUH may request documentation from the student to ascertain parent's eligibility in situations when disclosure requests are received.
- Eligible students and/or parents have the right to inspect and review the student's education records maintained by WVUH. WVUH is not required to provide copies of records unless, for reasons such as geographical location, it is impossible for eligible students and/or parents to review the records. WVUH may charge a fee for copies.
- Eligible students and/or parents have the right to request that WVUH correct records which they believe to be inaccurate or misleading. If WVUH decides not to amend the record, the eligible student and/or parent then has the right to a formal hearing. After the hearing, if WVUH still decides not to amend the record, the eligible student and/or parent has the right to place a statement in the record setting forth his or her view about the contested information.
- Generally, WVUH must have written permission from the eligible student and/or parent in order to release any information from a student's education record (See Section VIII). However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

III. Directory Information

- Under the provisions of the Act, WVUH may disclose, without consent, "directory" information such as a student's name, address, telephone number, birth date, place of birth, honors and awards, and dates of attendance.
- Prior to disclosure of directory information, WVUH will give public notice of such and will specify the information it has designated to disclose and the time frame for such disclosure. Notice will be given at a minimum advance of at least two weeks.

Maintenance of Student Records cont.

- Eligible students and/or parents may refuse to permit WVUH from releasing directory information by submitting their request in writing within the designated public notice time frame.

IV. Annual Notice

- WVUH will notify eligible students and/or parents annually of their rights under FERPA.
- This mechanism for distribution of this notice will be at the discretion of WVUH and may include special letters, electronic media, posting in student areas, or publication on the program's web page. (See attached Annual Notice)

V. Education Records Maintained during Enrollment

- In accordance with the provisions established by American Association of Collegiate Registrars and Admissions Officers (AACRAO) WVUH will maintain the following records for enrolled students for a minimum period of 5 years.
 - Transcript(s) of grades
 - Student clinical records
 - Semester end clinical & didactic grades
 - Disciplinary actions
 - Student counseling documentation
 - Application & supporting materials
 - Statement of Intent to Enroll form (Student Contract)
 - Attendance records
 - Health records - as required for admission standards.
 - Radiation monitoring records - maintained in the Radiation Safety Department.
 - Financial Aid Records
- Program's may elect to retain the aforementioned records for periods longer than 5 years should accreditation award cycles span a longer time frame.

VI. Permanent Records Maintained by WVUH

- In accordance with the provisions established by American Association of Collegiate Registrars and Admissions Officers (AACRAO) WVUH will permanently maintain the following student records:
 - Graduation Roster
 - Final Transcript of WVUH grades
- Permanent records will be archived in both paper and electronic format in two different secure locations.

VII. Limitations of Destruction of Student Records:

- With the exception of those records identified as "permanent", program officials are not precluded from destroying education records, subject to the following:
 - The Program may not destroy any education records if there is an outstanding request to inspect and review the records;
 - Any written explanation placed in his or her own education record by the student setting forth any reasons for disagreement with the decision of the hearing of the school;
 - The record of disclosure must be maintained for as long as the education record to which it pertains is maintained.

VIII. Requests for Education Records

- Eligible students and/or parents shall provide a signed and dated written consent before WVUH will release educational records with personally identifiable information to a third party. Students may request copies of their educational records by submitting the attached "Education Records Release" form or other acceptable documentation.
- Acceptable documentation must
 1. Include verifiable student identifiers.
 2. State the purpose of the disclosure.
 3. Identify the party to which the records are to be sent (name & address).
 4. Identify the record(s) to be released.
 5. Be submitted in the form of the Education Records Release form, a signed letter, or an e-mail.
- WVUH shall respond to a request for educational records within 45 days.
- WVUH may charge a fee not to exceed \$5.00 per each for copies of educational records.
- WVUH will retain a copy of all Education Records Release forms or other acceptable documentation as long as the records are maintained.

In addition to Family Educational Rights and Privacy Act, this policy may be subject to the provisions established by the following regulatory agencies and professional organizations:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO) <http://www.aacrao.org>
- Nuclear Regulatory Commission (NRC). For some institutions, the addition of nuclear medicine or physics programs including the use of radiological materials as part of laboratory programs can bring them under the rules of this commission. <http://www.nrc.gov/reading-rm/adams.html>
- USA Patriot Act. This Act, passed October 2001, updates 15 different laws, including FERPA. <http://epic.org/privacy/terrorism/hr3162.html>
- U.S. Wage and Hour/Internal Revenue Service/Americans with Disabilities Act. A wide variety of federal agencies and programs have regulations that apply to higher education.



Education Manager

Grievance / Due Process

West Virginia University Hospitals encourage and support a positive appeal process in the event a student feels a disciplinary, academic, clinical and/or policy decision was rendered unjustly or under capricious or arbitrary circumstances. Students who wish to appeal such decisions are to adhere to the following policy / guidelines:

Grievance / Appeal Process

Level I Administrative Director of Radiology

1. Students may initiate the appeal process by submitting, in writing, a request for appeal to their respective program director within 5 days after a decision has been rendered.
2. The program director will contact the Administrative director and will provide all relevant documentation necessary to review the appeal.
3. The Administrative Director will assemble an appeals committee and will arrange a conference with the student within 10 days after the receipt of the appeals request. The appeals committee should be composed of a minimum of 5 members to include, but not be limited to, program faculty, medical directors, managers, supervisors and/or technologists.
4. The Administrative Director will provide written documentation of the decision rendered by the appeals committee to the student within 3 days after the conference.

Level II Vice President of Clinical Operations / WVUH

1. In the event the student is not satisfied with the judgment rendered at Level I, student may appeal to Level II by submitting, in writing, to the Administrative Director, a request for a Level II appeal within 5 days after a Level I decision has been rendered.
2. The Administrative Director will contact the Vice President and will provide all relevant documentation necessary to review the appeal.
3. The Vice President will arrange a conference with the student within 20 days after the receipt of the appeal request.
4. The Vice President has the discretion to form an appeals committee or administer the appeal individually. However, as the final level of appeal, the Vice President cannot involve any individual directly associated with the program in the decision making process. This exclusion includes any program faculty, administrators, technologists and/or any other Radiology department personnel.
4. The Vice President will provide written documentation of the decision rendered to the student within 3 days after the conference.
5. In all cases, the decision rendered at Level II is final.

Reporting Routine Issues

The aforementioned appeals process is to be utilized for formal grievances of a substantial nature and not for minor complaints. For reporting routine issues, students should contact, in writing, a faculty member of their respective program. After consideration, a response will be issued directly to the individual or to the student body if applicable.

Non-Compliance Issues

The Imaging Science Education Programs sponsored by West Virginia University Hospitals are recognized by various accrediting agencies and are subject to rules and regulations as a condition of continued accreditation. In the event that a student has concerns or complaints regarding programmatic non-compliance, program officials encourage students to proactively report such issues; however, students should first seek resolution by following the internal grievance/ appeals process outlined above. Only in situations in which the internal process fails to produce a satisfactory resolution, should the student feel encouraged to contact the appropriate accrediting agencies listed below:

Radiography, Radiation Therapy, MRI

JRCERT
20 North Wacker Drive
Suite 2850
Chicago, IL 60606-2901
(312) 704-5300
www.jrcert.org

DMS & ECHO

CAAHEP
25400 US Hwy 19 N.
Suite 158
Clearwater, FL 33763
(727) 210-2350
www.caahep.org

Nuclear Medicine

JRCNMT
2000 W. Danforth Rd.
STE 130, #203
Edmund, OK 73003
(405) 285-0546
www.jrcnmt.org

Dietetic Internship

ACEND
120 South Riverside Plaza,
Suite 2190
Chicago, IL 60606
(312) 899-0040, X 5400
acend@eatright.org

State Authorization

WV Council for Community and Technical College Education
1018 Kanawha Boulevard, East - Suite 700 Charleston, WV 25301
Charleston, WV 25301 (304) 558-0265



Education Manager

DMS Admissions Policy

Policy

West Virginia University Hospitals and those responsible for administering the Imaging Science Education Programs consider each applicant regardless of race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity, disability, veteran status, or any other status protected by applicable law.

Program officials reserve the right to limit enrollment based on the quality of the applicant pool and current employment market conditions. Applicants must meet the following minimum admission requirements to be considered for admission to the Diagnostic Medical Sonography Program.

Requirements for Admission Consideration

All the following criteria are required for admission consideration and documentation must be received on or before February 1st of the year in which the student is applying for admission.

1. Applicant must review the Essential Performance Standards form located on the program's website ([Diagnostic Medical Sonography | WVU Medicine](#))
2. Applicant must possess, at minimum, an associate degree (or pending graduate) of a 2-year postsecondary, Allied Health education program that is patient care related. Allied Health occupations include but are not limited to Radiologic Technology, Respiratory Therapy, Occupational Therapy, Physical Therapy, Registered Nurse, and Licensed Practical Nurse.
3. Applicant must have a "C" or better in the following college courses to be considered for admission into the program.
 - a. Algebra, statistics, or higher mathematics course
 - b. General college-level physics and/or radiographic physics
 - c. Communication skills
 - d. Human anatomy and physiology
 - e. Medical Terminology
4. Applicant is required to provide documentation of patient care experience, this can be from clinical experience associated with their degree or through a job. A minimum of 500 direct patient care hours is required over a calendar year. The hours should be at a hospital. Volunteer and shadowing hours will not be considered patient care experience.
5. Applicant must submit the following by February 1st to be considered for the program starting in July each year:
 - a. Program Application
 - b. Three Personal Reference Forms
 - c. Clinical Experience Form
 - d. Official transcripts of all post-secondary education (radiography school, college, etc.)
 - i. International colleges and university transcripts must be submitted through the World Education Service (WES). Per policy 1.018 Validation of Foreign Educational Records.
6. American College Test (ACT) scores or Scholastic Aptitude Test (SAT) scores or Testing of Essential Academic Skills (TEAS) scores
 - a. Minimum recommended composite score:
 - i. ACT (pre-April 2025) – 19 or ACT STEM – 19

- ii. SAT – 900
- iii. TEAS – 60
- b. The post-April 2025 ACT exam **must include the Science section** in order to provide a STEM score or it will not be accepted. All ACT exams taken before April 2025 will have the Science section included in the composite score.
- c. The ACT or SAT Writing component is not required or included in the minimum score.
- d. ACT / SAT / TEAS requirement is waived for applicants possessing an Associate’s degree or higher.
 - i. However, if the ACT or SAT or TEAS score is provided and it satisfies or exceeds the minimum recommended composite score, additional points will be awarded.
- e. School Codes to send exam scores/transcripts
 - i. ACT – 4549
 - ii. SAT – 3863
 - iii. TEAS – Select “West Virginia University Hospitals – Imaging Science Education Programs

Academic Evaluation

Program officials utilize an established, objective screening mechanism to assign academic points to a candidates based on their current level of academic achievement. The following categories are used to assign academic points.

1. ACT Composite or STEM score or SAT (Critical Reading & Math) score or TEAS score
 - a. Superscore is used for ACT Composite or STEM score
 - b. If multiple exams were taken (e.g. ACT & TEAS), only the highest one will be used
2. College-level coursework
 - a. Algebra, statistics, or higher mathematics course
 - b. General college-level physics and/or radiographic physics
 - c. Communication skills
 - d. Human anatomy and physiology
 - e. Medical Terminology
3. College / University Credit (based on GPA relative to number of hours completed)
4. College / University degree (Healthcare-related BA, BS, MS, etc.)
5. Healthcare experience
 - a. Patient Care (clinical experience and /or current job experience accepted)
 - i. Hours earned through volunteer or shadow experiences will not be considered patient care experience.
 - ii. Clerical positions or other non-patient care experiences will not be considered patient care experience.
6. Military Service / VA Benefits Eligible: For applicants that will potentially be using VA educational benefits if accepted, WVUH will accept, review, and maintain a written record of previous education and training for each candidate. Such materials will be reviewed to determine if credit toward admission or program completion is possible.

Interview Evaluation

Interviews are granted to the top **(12)** academic candidates each year; however, the Education Coordinator / Program Director reserves the right to limit or expand this number based on the quality of the applicant pool. Applicants not receiving an interview will be notified by mail. Interviews will be conducted in March of each year and candidates will be notified of their admission status no later than April 1st of each year.

Interviews are conducted by an admissions committee consisting of a least three members selected by the education coordinator and may include faculty members, department managers, and /or clinical staff. Using a standardized form, total interview scores from each committee member will be calculated and averaged for each candidate. Candidates must score a minimum average of **25 interview points** (out of a possible 40) to be considered eligible for admission to the program. (See Interview Form).

Spatial Reasoning Puzzles

At the time of the interview applicants will complete five spatial reasoning puzzles to assess their critical thinking, reasoning skills, spatial visualization, and problem-solving abilities. Points are assigned based on time to complete, completion of all puzzles, and accuracy.

Overall Evaluation

The Education Coordinator / Program Director will combine the Academic, Interview, and Puzzle points into a cumulative score for each candidate and rank them in descending order. The Admissions Committee will review the scores and finalize the assessment.

Selection

The Education Coordinator will rank the candidates in descending order and will extend offers to top candidates having the highest Total Point scores (available seats in the program, vary year to year with an average of four students). Should there be a tie between two candidates, the average interview score for each candidate will be used as a tiebreaker. The candidate with the highest interview score will receive the higher ranking. The remaining qualifying candidates will be waitlisted in the event one or more of the top candidates do not accept the position. Waitlisted positions expire once a class is filled and do not carry over to the next admission year.

The candidates selected for admission will receive:

- a. Acceptance letter
- b. A copy of the student handbook
- c. Statement of Intent to Enroll (must be signed and returned)
- d. Essential Performance Standards Form
- e. Invoice for Admission Fee

All other applicants interviewed will receive a written verification of their non-admission or waitlisted status.

Acceptance

The selected applicants are given 7 business days to respond to the offer of admission by completing the following prior to the established deadline:

- 1. Read the Student Handbook
- 2. Sign and return the Statement of Intent to Enroll form
- 3. Sign and return the Essential Performance Standards form
- 4. Submit a \$50.00 check to WVUH for the admissions fee.

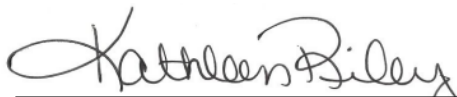
If an applicant fails to respond to the offer of admission by the established deadline, program officials will consider the offer as null and void and will proceed by offering the position to a wait-listed applicant.

Enrollment

Enrollment is contingent upon the student satisfactorily completing the following screening and assessment procedures within the guidelines specified by West Virginia University Hospitals (WVUH). These screenings will be conducted during the orientation period or at a time specified by program officials. Students will be provided with additional information regarding these procedures prior to the program start date.

Students will be required to:

- (1) Complete a health assessment and a vaccination record review conducted by the Employee Health department.
- (2) Complete the criminal background investigation process. (See WVUH Policy V.036)
- (3) Complete the drug screening / testing process. (See WVUH Policy V.035)
- (4) Complete all other WVUH mandatory orientation procedures.



 Education Coordinator/Program Director

 Date

DMS Estimated Cost of Attendance



IMAGING SCIENCE EDUCATION PROGRAMS

West Virginia University Hospitals
 Medical Center Drive
 Morgantown, WV 26506

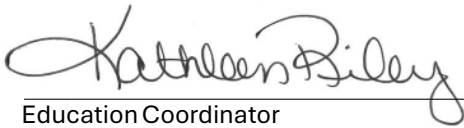
Diagnostic Medical Sonography Program - Estimated Expenses

Fee	Description	Semester	Cost
Admission Fee	Students are invoiced a \$50.00 nonrefundable admission fee upon acceptance into the program.	Semester I	\$50.00
Textbooks Costs	WVU Medicine does not sell textbooks. Students are responsible for purchasing or renting their textbooks from a retailer of their choice. This is an estimated value and varies by market price.	Semester I	\$700.00
Uniforms: (5 sets) + Shoes	WVU Medicine does not sell or provide uniforms. Students can purchase uniforms for clinical rotations from a retailer of their choice but must follow the uniform requirements stated in dress code policy in the student handbook	Semester I	\$300.00
Tuition	Students are invoiced tuition on a semester basis with the due date being the first day of each academic semester. Tuition is \$1500 per semester for a total program cost of \$4500.	Semester I, II, III	\$4,500.00
Trajecsys Report System TM	This report system will keep track of students time records, exam log sheets, competencies, and educational material.	Semester I	\$150.00
SDMS Student Membership Fee	Students pay membership fees to join the professional Society of Diagnostic Medical Sonographers as a student member.	Semester I	\$45.00
ARDMS Examination Fee: SPI	During their second semester, student must complete application to the American Registry of Diagnostic Medical Sonography to take the certifying exams in Sonography Principles and Instrumentation (SPI).	Semester II	\$225.00
Graduation Fees	Students are invoiced a \$25.00 graduation fee payable two weeks prior to graduation.	Semester III	\$25.00
ARDMS Examination Fee: ABD	During their final semester, student must complete application to the American Registry of Diagnostic Medical Sonography to take the certifying exams in Abdomen Sonography.	Semester III	\$250.00
ARDMS Examination Fee: OB/GYN	During their final semester, student must complete application to the American Registry of Diagnostic Medical Sonography to take the certifying exams in Obstetrics and Gynecology Sonography.	Semester III	\$250.00
Total Estimated Costs			\$6,495.00

Recruitment Policy

As part of the policies and expectations of the West Virginia Community & Technical College System, the Diagnostic Medical Sonography (DMS) Program will conduct recruitment in an ethical, transparent, and consistent manner.

The Diagnostic Medical Sonography (DMS) Program provides accurate, complete, and non-misleading information to prospective students through approved recruitment materials, including program presentations, informational flyers, and the WVU Medicine sponsored website. Application packets are made available upon request. Recruitment communications, including letters and approved advertising materials, are distributed to radiography programs within the state and surrounding regions to ensure equitable access to program information.


Education Coordinator

Date

Transfer Credit / Advanced Placement / Part-Time Student Policy

Transfer Credit Policy

This policy serves to identify the Program’s philosophy relative to transfer of credit.

The Diagnostic Medical Sonography program at West Virginia University Hospitals may consider accepting transfer credit at the discretion of program officials. Transfer credit will only be considered for certain prerequisite courses required for program admission. Transfer credit(s) under consideration must have been completed within the curriculum of an accredited college/university within five years of the date of transfer consideration. If transfer credit is approved by program officials, valid documentation (i.e., radiography school transcript, college transcript) must be provided to program officials as proof of satisfactory course completion prior to admission to the sonography program. Failure to provide valid documentation may result in the revocation of the transfer credit. Documentation of approved transfer credit will be retained permanently.

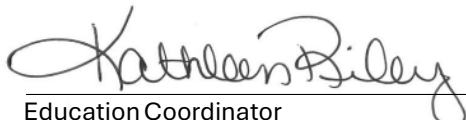
Advanced Placement/Part-Time Student Policy

This policy serves to identify the Program’s philosophy relative to advance placement of students and part-time student attendance.

With respect to the following considerations:

1. The Diagnostic Medical Sonography program length of 18 months;
2. The specificity of the course content;
3. The precise correlation between the didactic curriculum and clinical education;
4. The sequential and progressive nature of the curriculum format;
5. The competitive nature of the enrollment process; and
6. The operational hours of the clinical facility.

The Diagnostic Medical Sonography program at West Virginia University Hospitals does not make provisions for advance placement status or part-time enrollment.


Education Coordinator

Date

Program Effectiveness / Outcome Assessment Policy

The Imaging Science Education Program in Sonography evaluates programmatic effectiveness and performance by projecting and measuring outcomes relative to each academic year. These outcomes serve to provide assurance of successful achievement of the Program's mission and goals. Programmatic goals are developed by evaluating past performance and establishing benchmarks on which to evaluate current performance. In the event a programmatic goal is not met, action will be taken in an attempt to facilitate performance improvement. The basis for these measurement procedures is derived from the Commission as provided by the JRC-DMS. The data collected is presented in the Program Effectiveness / Outcome Assessment report which is compiled each year.

Quantitative Outcomes:

1. Student Retention / Attrition Rate

Description

Student retention is calculated as the percentage of students who have remained enrolled over the past eighteen month time frame. Attrition is calculated as the percentage of students who resign, withdraw, or are dismissed over the past program length.

Programmatic Goal

Retention = $\geq 70\%$

Attrition = $\leq 30\%$

Data Collection Mechanism

Current enrollment numbers

2. Credentialing Exam Pass rate

Description

The Credentialing Examination Pass Rate is defined as the percentage of graduates, by academic year, who pass at least one national credentialing examination on their first attempt within the timeframe specified by CAAHEP.

A passing score is defined as:

- American Registry of Diagnostic Medical Sonography (ARDMS): a scaled score of 555 or higher (out of 700), or
- American Registry of Radiologic Technologists (ARRT): a scaled score of 75 or higher.

Only examinations administered by the ARDMS or ARRT are included in this outcome measure.

Programmatic Goal

Credentialing Exam Pass rate (within one year of graduation) $\geq 60\%$

Data Collection Mechanism

Official ARDMS Exam report

Official ARRT Exam report

3. Employment rate (Job placement rate)

Description

Employment rate is calculated as the percentage of graduating students who obtain employment in diagnostic medical sonography within six months of graduation. The calculation includes all graduates who are seeking employment as their primary endeavor. Students who electively pursue additional education and are not seeking initial employment are not included.

Programmatic Goal

Employment rate = $\geq 75\%$

Data Collection Mechanism

Exit Survey

Qualitative Outcomes

1. Graduate Satisfaction

Description

Graduate satisfaction is measured as the cumulative results of three skill categories, they are Knowledge Base, Clinical Proficiency, Behavioral Skills, and overall rating of the program on the JRC-DMS Graduate Survey, which reflects how the student feels about the quality of education received at WVU.

Graduates rate the program on a 5-point scale (Strongly Agree =5, Generally Agree = 4, Neither Agree nor Disagree = 3, Generally Disagree = 2, Strongly Disagree = 1).

Programmatic Goal

Graduate Satisfaction = Graduates overall rating of the program as “Satisfactory” which is a 3.0 or higher
Return Rate =50%

Data Collection Mechanism

JRC-DMS Graduate survey

2. Employer Satisfaction

Description

Employer Satisfaction is is measured as the cumulative results of three skill categories, they are Knowledge Base, Clinical Proficiency, Behavioral Skills, and overall rating of the program on the JRC-DMS Graduate Survey, which reflects how the student feels about the quality of education received at WVU. Graduates rate the program on a 5-point scale (Strongly Agree =5, Generally Agree = 4, Neither Agree nor Disagree = 3, Generally Disagree = 2, Strongly Disagree = 1).

Programmatic Goal

Employer Satisfaction of the overall rating of the graduate = ≥ 3.0 (satisfactory)
Return Rate of $\geq 50\%$

Data Collection Mechanism

JRC-DMS Employer Survey

3. Didactic Instructor Performance

Description

At the end of each semester, students are required to complete Instructor Evaluations for all didactic courses. The results on each instructor are compiled and averaged for the academic year. Students rate their instructors on a 5-point scale (Excellent =5, Good = 4, Satisfactory = 3, Fair = 2, Poor = 1).

Programmatic Goal

Instructor Evaluations = ≥ 3.5 per instructor / year

Data Collection Mechanism

Didactic Instructor Evaluations

4. Clinical Instructor Performance

Description

At the end of each semester, students are required to complete Instructor Evaluations for all clinical instructors they have rotated with. The results on each instructor are compiled and averaged for the academic year. Students rate their instructors on a 5-point scale (Excellent=5, Good=4, Satisfactory=3, Fair=2, Poor=1).

Programmatic Goal

Instructor Evaluations = ≥ 3.0 per instructor/year

Data Collection Mechanism

Clinical Instructor Evaluations

Actions for Unmet Criteria

The aforementioned outcomes provide program officials with a mechanism for evaluating the overall effectiveness of the program. Criteria that are met or satisfied can provide assurance that the mission and goals of the program are being achieved and maintained. In the event that criteria is unmet, program officials will take the following steps to assess the results and implement a performance improvement plan.

Step #1:

Review findings / outcomes for accuracy and relevancy.

Step #2

Identify or rule out obvious rational explaining reason for unmet criteria.

Step #3

Identify individual reasons for unmet criteria (academic, clinical, programmatic, or personal).

Step #4

Contrast and compare data with previous outcomes to identify potential trends.

Step #5

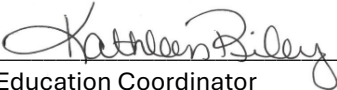
Use data to identify if a causal relationship between unmet criteria and programmatic attributes exists.

Step #6

Develop improvement plan that attempts to address and correct the casual elements of the unmet criteria.

Step #7

Follow-up: Compare with subsequent year's performance to identify potential improvement.


Education Coordinator

**The most recent program outcomes can be found on the program website.*

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