

Diagnostic Medical Sonography (DMS)



Student Handbook 2026 - 2027



Hunter Business School - Medford Campus

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IMPORTANT NOTICE

The School reserves the right to alter, without prior notice all policies, faculty assignments, time schedules, course assignments, courses, grading, curricula, and all other matters contained in the DMS Program Student Handbook.

Students are expected to read and be thoroughly familiar with the policies contained in the DMS Student Handbook, HBS Catalog, HBS General Student Handbook and all course syllabi. These policies guide the educational experience and serve to uphold the quality of the educational experience.

Failure to comply with the policies may result in disciplinary action up to and including the immediate dismissal of a student from the DMS Program.

CONTENT DISCLAIMER: This Program includes content of the female and male genitalia which may be uncomfortable to some students. Sonographers are expected to examine and touch exposed skin and insert transducers into body cavities that may or may not require explicit written consent of the patient or the presence of a chaperone. Sonographers must have a thorough understanding of anatomy, physiology, and pathophysiology and engage within the healthcare environment with an understanding and respect of an individual's religious and/or cultural beliefs.

PROFESSIONAL STANDARDS



**Refer to the SDMS
Scope of Practice, Clinical Practice
Standards, and Code of Ethics**

<http://www.sdms.org/positions/scope.asp>

INTRODUCTION TO HBS & YOUR DMS PROGRAM

Message from the Program Chair

Dear Diagnostic Medical Sonography Students,

Welcome to the Diagnostic Medical Sonography (DMS) Program at Hunter Business School! You have chosen a very exciting, challenging, and rewarding profession. The student is the center of our focus, where diversity, and individuality in our students and faculty are sought, valued and nurtured. We applaud your desire to enter this dynamic and rewarding profession of Diagnostic Medical Sonography.

In your course of study, we hope to provide you with the skills, knowledge, and attitude to deliver quality patient care as a valuable member of any health care team. Working and learning together over the next 2 years should be an exciting and rewarding experience. We look forward to working with you on your way to success!

The purpose of this handbook is to share information concerning policies, procedures, and requirements to successfully complete this program. DMS students are expected to abide by all policies outlined in the handbook. Read this handbook carefully. It will serve as a valuable reference guide for the DMS program.

Successful completion of this program will require many long hours of study and preparation. We will assist you, to the best of our ability, in achieving your professional goals. If you have questions concerning any specific policy or procedure, please feel free to consult with me or any members of our DMS team.

Once again, congratulations on your excellent career choice.

Sincerely,

Kim Dalton, MS, RDMS (AB, BR, CBRN)

Kim Dalton,
Program Chair

Administrative & Program Staff & Faculty

Jay Fund, *President HBS*

LEVITTOWN CAMPUS	MEDFORD CAMPUS
Erica Pollock <i>Campus Director, Levittown</i>	Chuck Copt <i>Campus Director, Medford</i>
Ryan Howell <i>Director of Education, Levittown</i>	Tracey Maletta <i>Director of Education, Medford</i>
Parvin Ghadami <i>Eve. Director of Education, Levittown</i>	Valencia Mimms <i>Eve. Director of Education, Medford</i>
Bridgette Headley <i>Admissions Director, Levittown</i>	Janette Chiofalo <i>Admissions Director, Medford</i>
Kayla Perrone <i>Director Career Services, Levittown</i>	Dayna Smith <i>Director Career Services, Medford</i>
Lisa Lye <i>Corporate Operations Officer & FA Director</i>	Lisa Lye <i>Corporate Operations Officer & FA Director</i>
Steven Schenkman <i>Director of Corporate Development</i>	Steven Schenkman <i>Director of Corporate Development</i>

Kim Dalton

DMS Program Chair & Faculty, Medford & Levittown Campuses

Nicole Petillo

DMS Director of Clinical Education, Medford & Levittown Campuses

Gary Heckman

DMS Echo Concentration Coordinator, Lab Coordinator & Faculty, Medford & Levittown Campuses

Donald Turney

Clinical Coordinator, DMS Faculty

Lauren Fuchs

DMS Faculty

Doreen Lynch

DMS Faculty

Katherine Buscarino

DMS Faculty

Leadership Roles in the DMS Program

Program Chair

The Program Chair is responsible for the Program curriculum as well as supervising the day-to-day operations of the DMS Program. The DMS Program Chair reports to the Medford Branch Director of Education & Campus Director of Hunter Business School. In addition to teaching

duties, the Program Chair provides leadership and supervision to faculty and staff, is responsible for advising students, developing and implementing new curricula, and evaluating overall program effectiveness and outcomes. The DMS Program Chair also supports other Hunter Business School departments, administration and faculty in related school initiatives.

Clinical Coordinator

The Clinical Coordinator is responsible for the coordination of each student's externship rotations at the clinical sites and oversees the clinical education of all Hunter DMS students. It is the Clinical Coordinator who assigns the externship placements to each student in order to provide ample, appropriate, and balanced clinical instruction. The Clinical Coordinator also conducts visits to all of the various clinical sites on a regular basis to monitor student attendance, progress, and performance.

Lab Coordinator

The Lab Coordinator is responsible for ensuring students complete required lab activities in an efficient and equitable manner, with faculty members who are appropriately proficient in the area beginning scanned. The Lab Coordinator establishes scanning stations, assigns appropriate faculty to the scanning stations, and establishes a fixed time schedule for student practice at each station. When more than one lab activity is assigned on a given day, the Lab Coordinator builds a schedule to ensure that all students complete equitable time at all stations. The Lab Coordinator is the lab instructor in classes that they teach. In classes that they do not teach, the Lab Coordinator provides the lab schedule for the lab instructor. When changes are required, for example, when someone is out, the Lab Coordinator will rearrange the schedule as necessary to ensure all students accomplish the assigned activity. The Lab Coordinator creates the Lab Competency forms and the grading system. The Lab Coordinator performs these functions under supervision and with approval from the Program Chair.

Faculty Instructors

The Diagnostic Sonography Instructor will teach didactic, laboratory and clinical courses in a manner that enables student learning and mastery of course material in the DMS program.

Clinical Instructor

Clinical Instructors are Sonographers employed at hospitals and other types of clinical facilities who are available to the students whenever they are assigned to a clinical setting. Clinical Instructors are mentors who provide appropriate clinical supervision, guidance, and instruction for the students assigned to him or her. Students are given the name of their Clinical Instructor before the beginning of each clinical assignment.

The Role of Diagnostic Medical Sonographers

Sonographers may be employed in various hospitals and offices in different medical ultrasound specialties such as OB/Gyn, Abdominal, Cardiac, or Vascular Sonography. Sonographers may also become educators or decide to work in Applications or Sales. Whatever road the Sonographer chooses, he/she must obtain the full understanding gained from successfully integrating didactic education with analogous clinical experiences. The Sonographer needs to recognize numerous pathologies, have the ability to properly scan these abnormalities utilizing competent clinical skills, and document them with quality representative images.

Sonographers collaborate with physicians to aid in diagnostic interpretation. In addition to acquiring the necessary images, the Sonographer will further contribute to the diagnostic process by providing preliminary sonographic impressions. She/he should also be able to give differential diagnoses when needed and know what additional scanning needs to be performed based on the findings for each individual patient. His/her knowledge of and experience in recognizing disease will be an asset in his/her career. The Sonographer should have the essential qualities of intelligence, the ability to relate to people, an orientation towards service to people, and a capacity for calm and reasoned judgment in meeting emergencies. Respect for the patient and respect for the patient's privacy are expected. Patient confidentiality is of extreme importance.

Hunter Business School's Mission

Hunter Business School's mission is to provide students with the opportunity to receive a high-quality education for the career best suited to their abilities, interests, and ambitions in an educational environment characterized by high expectations and staffed by professionals who are knowledgeable, compassionate, creative, supportive, and effective. As a result, we can provide the best training that enables our students to enter or enhance their careers in the shortest amount of time without sacrificing the quality and depth of the training experience.

History & Philosophy

Hunter Business School was founded in 1972 for the purpose of providing quality career training through intensive and innovative programs. The original mission was expanded in 1999 to include a change of ownership and new programs in medical assisting and computer technology. In keeping with this mission, we have added sonography (ultrasound) and practical nursing, programs to complement Hunter Business School's existing offerings. Hunter Business School's mission is viewed as a living, organic expression of potential growth, but at root remains essentially the same.

Program Webpage:

<https://www.hunterbusinessschool.edu/>

Program Outcomes Assessment Reports:

<https://www.hunterbusinessschool.edu/programs-offered/diagnostic-medical-sonography-program/>

Hunter Business School's Core Values

The following Core Beliefs are held and supported by Hunter Business School and are reflected in the work of Hunter employees:

- Worth: Every individual has inherent worth.
- Success: Lifelong learning is essential for success in a changing society.
- Ethics: Ethical conduct is fundamental to sustaining our institution.
- Responsibility: Individuals are responsible for their choices and actions.
- Student Learning: Students learn at different rates and in different ways.
- Excellence: Excellence is achievable and always worth the investment.
- Effective Communication: Effective communication is accomplished through clear and concise methods to engage our stakeholders and accelerate our work.
- Self Esteem: Self Esteem is directly related to individual success.
- Diversity: Embracing cultural diversity strengthens the school community.

- **Sharing:** Education is the shared responsibility of the institution's leadership, students, government and community.
- **Culture:** The culture of an organization is a major factor in shaping individual attitudes and behaviors.
- **Flexibility:** Willingness to change is necessary for continuous improvement.
- **Shared Values:** Values and common goals are integral to a healthy organization.



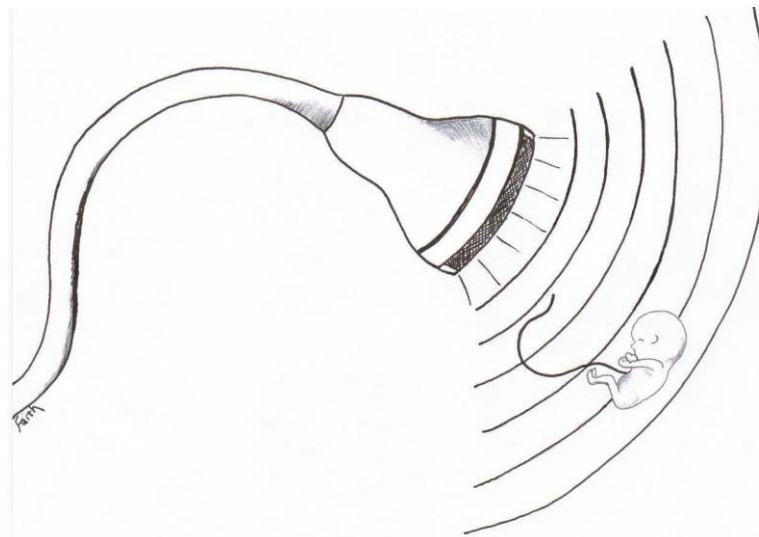
Accreditations, Approvals & Memberships

- Hunter Business School (HBS) is registered & licensed by the New York State Department of Education, Bureau of Proprietary School Supervision (NYSED, BPSS).
- HBS is accredited by the Middle States Association of Colleges and Schools, Commission on Secondary Schools (MSA-CESS).
- Diagnostic Medical Sonography (DMS) program is accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), a committee of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Medford & Levittown Campuses).

The Program is accredited in the two concentrations it offers:

- 1: General Sonography, which includes Abdomen and OB/GYN
- 2: Cardiac Sonography

- HBS is an eligible Institution for the training of students from Adult Career and Continuing Educational Services (ACCES-VR).
- Approved by New York State Division of Veterans' Affairs.
- Member of the Levittown & Medford Chambers of Commerce.
- Approved by New York State Division of Veterans' Affairs



Facilities & Locations

Hunter's facilities in both its Levittown and Medford, New York locations are designed to fulfill the purposes and outcomes of all its programs by providing an atmosphere conducive to learning. All areas, both instructional and non-instructional, are safe, clean, well-maintained, and in compliance with all applicable laws, building codes, and health and safety regulations. With more than 40,000 square ft. and 33 large classrooms, Hunter's facilities provide the perfect atmosphere for learning. Within HBS's Levittown facility there are 14 classrooms. Of these classrooms, three large rooms are designated for nursing classes and the nursing lab. Classrooms are set up in a traditional classroom style with tables and /or table desks. Existing classrooms accommodate up to 27 students. The computer labs accommodate approximately 24 students with individual computers and Internet access.



Medford Campus

*3247 Route 112, Bldg. 3, Suite 2
Medford, NY 11763
631-736-7360*



Levittown Campus

*3601 Hempstead Turnpike
Levittown, NY 11756
516-840-2163*

Diagnostic Medical Sonography Program Mission Statement

The mission of Hunter Business School's Diagnostic Medical Sonography Program is to provide a quality and comprehensive educational experience that graduates qualified professionals who have acquired the knowledge, skills, abilities and behaviors necessary to successfully function as entry-level sonographers registered by the American Registry for Diagnostic Medical Sonography (ARDMS) and provide quality care in the health care community.

Congruent with HBS's institutional mission, the mission of its DMS Program is to ensure graduate sonographers will play a significant role in the delivery of health care in a variety of settings, including various hospital departments, private physicians' offices, mobile ultrasound companies, in medical research, veterinary ultrasound, ultrasound education, or in ultrasound manufacturing corporations (e.g. - as an Applications Specialist or Salesperson).

Overview of the Program

HYBRID DIAGNOSTIC MEDICAL SONOGRAPHY (DMS)

(Levittown and Medford)

Diploma Day Program - 2470 Hrs. (23 mos./82 wks.): 882 hrs. of online classes/412 hrs. of in school classes/1,176 hrs. of Clinical Externship

Hunter Business School's Healthcare Division offers a comprehensive 23-month (2470 hours) Hybrid Diploma Program in Diagnostic Medical Sonography with the goal of preparing professional and competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal-extended sonography concentration, the obstetrics and gynecology sonography concentration, and the adult cardiac sonography concentration. This occurs through a combination of synchronous learning (online or distance education that happens in real-time with your instructor), traditional, in-class, face-to-face training to successfully learn and complete all required lab skills and other hands-on competencies, and clinical externship required for employment within the medical community.

This hybrid DMS program is comprised of extensive course work in the areas of abdominal sonography, OB/GYN sonography, sonography of superficial structures (e.g. thyroid, breast, testicular, etc.), vascular sonography, pediatric sonography, and cardiac sonography (echocardiography). DMS courses that are didactic will be taught fully online. This generally includes completing homework and other projects utilizing resources and materials for reading, lessons or lectures for viewing, assignments for completing, streaming video content online, simulation practice, posted lecture notes, exchanges across discussion boards and exams for evaluation. Lab courses or lab components of a didactic course will require students be onsite and in class working with their instructors and classmates learning and practicing their scanning skills and hands-on competencies.

To supplement the classroom and lab work, a substantial portion of the program is also devoted to placements at various clinical affiliates (which could be in Nassau, Suffolk, Queens, Brooklyn, Manhattan, and The Bronx) for a range of scanning opportunities and experiences. The diversity of clinical settings will give students the opportunity to develop their scanning skills and to help them fully integrate didactic knowledge with direct hands-on clinical experience. Students apply what they've learned in the classroom and labs to turn theoretical knowledge into practical skills. According to current American Registry for Diagnostic Medical Sonography (ARDMS)

prerequisites, upon successful completion of this program, graduates will be immediately eligible to apply to sit for the registry exams given by ARDMS.

There is exceptional potential for career growth and advancement for skilled Sonographers within the traditional clinical setting as well as the non-clinical avenues of ultrasound. Opportunities are available for part-time & full-time employment.

Course #	Course Title	Hrs.
Module 1		
HDMS100	CPR/First Aid /Vital Signs	16
ODMS102	Medical Terminology I (ABD)	20
ODMS103	Intro to DMS, Patient Care and Ethics	30
ODMS104	Acoustic Physics I	65
ODMS105	General Sonography I (Normal: ABD)	65
ODMS205	General Sonography II (Normal: OB/GYN)	60
DMS107	General Sonography Lab I	90
Module 2		
ODMS201	Medical Terminology II (OB/GYN)	20
ODMS202	A & P (ABD & OB/GYN)	20
ODMS203	Acoustic Physics II	60
ODMS204	Sectional Anatomy (ABD and Pelvis)	20
ODMS106	General Sonography III (Pathology: ABD)	60
ODMS206	General Sonography IV (Pathology OB/GYN)	60
DMS207	General Sonography Lab II	75
DMS210	Clinical Externship I	192
Module 3		
ODMS301	Medical Terminology III (Advanced Topics)	20
ODMS302	A & P (Advanced Topics)	20
ODMS303	Sectional Anatomy (Advanced Topics)	20
ODMS304	Seminars in Advanced Topics	55
ODMS305	Sectional Anatomy (Chest)	15
HDMS306	Introduction to Cardiac Sonography	25
DMS308	General Sonography Lab III	50
HDMS309	Vascular Sonography I	40
ODMS311	Physics Registry Review	10
DMS310	Clinical Externship II	192
Module 4		
DMS410	Clinical Externship III	216
Module 5		
ODMS501	Critical Thinking	15
ODMS505	Cardiac Sonography I	60
DMS506	Cardiac Sonography Lab I	60
HDMS508	Vascular Sonography II	40
ODMS509	General Registry Review	30
DMS510	Clinical Externship IV	288

Module 6		
HDMS101	CPR Renewal	12
HDMS602	Professional Development	30
ODMS606	Cardiac Sonography II	60
DMS607	Cardiac Sonography Lab II	60
ODMS608	Cardiac Registry Review	11
DMS610	Clinical Externship V	288
TOTAL		2470

Program Goals/Program Graduate Competencies

The goal of DMS education at Hunter is to assist individuals in developing the knowledge, values, ethics, and skills essential to contribute to the profession and society. The educational process prepares these individuals to become creative, critical thinkers who are technologically proficient. DMS education fosters collegiality, collaboration, leadership, lifelong learning and the development of a professional identity.

The curriculum is structured to create student independence, personal development, professional accountability, and continuous learning.

The DMS Program will attain its mission through the success of its graduates who will achieve the following program goals:

1. Prepare qualified entry-level general sonographers and entry-level adult cardiac sonographers in the cognitive(knowledge), psychomotor (skills), and affective (behavior) learning domains.
2. Prepare graduates to successfully pass the national registry examinations administered by the American Registry for Diagnostic Medical Sonography (ARDMS).
3. Demonstrate clinical competence by performing a full range of sonographic procedures on all patient populations.
4. To ensure that students have the ability to produce quality diagnostic images with a maximum of information contributing to the diagnostic process.
5. Professionally utilize verbal, nonverbal and written communication in patient care intervention and professional relationships.
6. To foster students' understanding of how sound waves and human tissue interact and how these principles can be used to create and optimize sonographic images.
7. Demonstrate the use of critical thinking and problem-solving skills in the performance of sonographic procedures.
8. Understand the importance of professional growth and development.
9. Model ethical and culturally sensitive professional attitudes, behaviors, and ethics that will encourage life-long learning, reflective practice and professional growth and development.
10. Exhibit didactic & clinical skills that include the ability to perform age-appropriate patient care by assessment of physiological and psychological status incorporating communication skills, critical thinking skills, problem solving skills, and decision-making abilities.

These objectives conform to the mission of the Institution and provide the solid foundation on which the Program and curriculum were carefully developed.

Diagnostic Medical Sonography Program Student Learning Outcomes

The Diagnostic Medical Sonography Program will attain its Program Goals through the success of its students who by the end of the program will have achieved the following Student Learning Outcomes and will:

1. Have the general and sonographic knowledge to function as a member of the healthcare team in a variety of healthcare settings.
2. Obtain, review, interpret and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results.
3. Perform appropriate procedures and record anatomic, pathologic and/or physiologic data for interpretation by a physician.
4. Record, analyze, and process diagnostic data and other pertinent observations made during the procedure for presentation to the interpreting physician.
5. Be able to perform a broad range of general sonographic examinations and up-to-date sonographic procedures.
6. Be able to perform patient assessment and integrate clinical history, related imaging studies, and interpret diagnostic procedures.
7. Exercise discretion and judgment in the performance of sonographic and/or other non-invasive diagnostic services.
8. Demonstrate oral and written communication skills.
9. Conduct themselves in an ethical and professional manner and function effectively as a member of the healthcare team.

Minimum Expectation Per Concentration

Abdominal-Extended Sonography

The goal is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the abdominal-extended sonography concentration. Students' cognitive skills are evaluated in the classroom through exams, projects, and written and oral reports. Students' psychomotor skills are evaluated by their performance in both clinical and laboratory experiences, including protocol practice, proficiency exams, and competencies. Students must maintain a minimum of 80% attendance for each course offered in this concentration and maintain a minimum grade of a C (70-79%).

Clinical education incorporates all concepts taught in theory in the classroom. It is imperative that the knowledge and skills acquired in the classroom are reinforced and applied in the clinical setting where students are evaluated on:

1. Cognitive, Affective and Technical Skills
2. Professionalism
3. Clinical assignments
4. Mid and End Point Evaluations (Ethical Competencies)
5. Satisfactory completion of required competencies

Students are required to successfully achieve a minimum number of 10 competency exams for each clinical rotation in this concentration. The minimum score for passing a competency exam is 70%. Clinical competencies required for this concentration are listed on Trajecsys. Clinical

attendance is mandatory. Any student who fails to complete the minimum of assigned clinical time each semester will receive a grade of “F” and may be dismissed from the program.

Adult Cardiac Sonography

The goal is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the adult cardiac sonography concentration. Students’ cognitive skills are evaluated in the classroom through exams, projects, and written and oral reports. Students’ psychomotor skills are evaluated by their performance in both clinical and laboratory experiences, including protocol practice, proficiency exams, and competencies. Students must maintain a minimum of 80% attendance for each course offered in this concentration, and maintain a minimum grade of a C (70-79%)

Clinical education incorporates all concepts taught in theory in the classroom. It is imperative that the knowledge and skills acquired in the classroom are reinforced and applied in the clinical setting where students are evaluated on:

1. Cognitive, Affective and Technical Skills
2. Professionalism
3. Clinical assignments
4. Mid and End Point Evaluations (Ethical Competencies)
5. Satisfactory completion of required competencies

Students are required to successfully achieve a minimum number of 10 competency exams for each clinical rotation in this concentration. The minimum score for passing a competency exam is 70%. Clinical competencies required for this concentration are listed on Trajecsys. Clinical attendance is mandatory. Any student who fails to complete the minimum of assigned clinical time each semester will receive a grade of “F” and may be dismissed from the program.

Obstetrics and Gynecology Sonography

The goal is to prepare competent entry-level sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the obstetrics and gynecology sonography concentration. Students’ cognitive skills are evaluated in the classroom through exams, projects, and written and oral reports. Students’ psychomotor skills are evaluated by their performance in both clinical and laboratory experiences, including protocol practice, proficiency exams, and competencies. Students must maintain a minimum of 80% attendance for each course offered in this concentration, and maintain a minimum grade of a C (70-79%)

Clinical education incorporates all concepts taught in theory in the classroom. It is imperative that the knowledge and skills acquired in the classroom are reinforced and applied in the clinical setting where students are evaluated on:

1. Cognitive, Affective and Technical Skills
2. Professionalism
3. Clinical assignments
4. Mid and End Point Evaluations (Ethical Competencies)
5. Satisfactory completion of required competencies

Students are required to successfully achieve a minimum number of 10 competency exams for each clinical rotation in this concentration. The minimum score for passing a competency exam is 70%. Clinical competencies required for this concentration are listed on Trajecsys. Clinical attendance is mandatory. Any student who fails to complete the minimum of assigned clinical time each semester will receive a grade of “F” and may be dismissed from the program.

SPI & Registry Examinations and Program Accreditation

CAAHEP/JRC-DMS accreditation of the Diagnostic Medical Sonography Program at Hunter Business School (HBS) establishes eligibility for students who successfully complete program requirements to take the American Registry of Diagnostic Medical Sonographers (ARDMS) certification examination in the specialties of Abdomen and OB/GYN Sonography and Adult Echocardiography. Candidates must also pass the Sonography Principles and Instrumentation (SPI) exam to obtain the RDMS credential. Some employers may require the RDMS credential. Information pertaining to the ARDMS can be obtained through the organization’s website at www.ardms.org. This credentialing body is recognized by CAAHEP, employers and professional organizations throughout the United States and Canada. **To maintain the ARDMS credential, sonographers are required to obtain 30 continuing medical education credits every 3 years.**

Important Progression Policy:

Students are required to take and pass the SPI examination prior to the start of Module V. Failure to successfully pass the SPI exam by this deadline will result in the student being ineligible to progress to Module V, necessitating a mandatory withdrawal from the program.



PROGRAM POLICIES

Diagnostic Medical Sonography Program Admission Criteria

Students applying for admission to the Hunter Business School Diagnostic Medical Sonography program must complete and/or submit the following items:

Candidates must have, at the minimum, an Associate Degree or the equivalent number of college semester credits (60+ credits). A Bachelor's Degree is preferred.

Candidates who are eligible to apply for the program must submit the following:

1. Official high school transcript
2. Official college transcript(s) (from all post-secondary educational colleges or programs attended)
3. Proof of successful completion (grade of "C" or better) of the following college level credit-bearing courses:
 - English/Communication Skills
 - Algebra or Higher-Level Math
 - Human Anatomy & Physiology
 - Physics (Specifically from Physics Dept. ONLY) and/or Radiographic Physics
4. Application with Essay
5. Three (3) DMS Recommendation Forms completed by non-family members (we encourage applicants to have one submitted by a past/current employer and one by a college professor/mentor, if possible).
6. Proof of career observation (highly recommended, but not mandatory).
7. A formal interview with DMS program chair.
8. Medical exam, background check & drug screenings for clinical participation with our hospital & other clinical affiliates.

General Info for DMS Program

1. All classrooms & lab work will be at Hunter's Medford & Levittown Campuses.
2. Clinical Sites are in Nassau, Suffolk, Queens, Brooklyn, The Bronx & Manhattan. Students will be required to travel to these areas and be responsible for associated costs.
3. All classes & labs take place any time from 8am-5pm, Mon.-Fri. & possibly weekends. Clinical hours may vary.
4. Please refer to the admissions packet for grading scales, rubrics & other entrance requirements **including background checks & drug screenings.** (Please refer to Hunter's website).
5. The ability to identify student applicants who have strong critical thinking skills and the desire to apply those skills is an essential component in the decision making process. This program recommends that you see the rubrics and understand the significance of submitting the requested documents to score the maximum points on an interview.
6. DMS Career Observation: We suggest all DMS applicants spend at least one day of observation in a Sonography Dept. in a local Hospital or other Clinical Facility shadowing a Sonographer for the purpose of learning about the field of Diagnostic Medical Sonography and the day-to-day responsibilities of a Sonographer.
7. Since admission to the DMS program is competitive, meeting the minimum admission requirements does not guarantee admittance to the program. All components of the admission requirements are considered in making the decision to admit a student to the program.

Admissions Grading Scales and Rubrics

Please refer to the admissions packet for grading scales and rubrics. The ability to identify student applicants who have strong critical thinking skills and the desire to apply those skills is an essential component in the decision-making process. The program recommends that you see the rubrics and understand the significance of submitting the requested documents and score the maximum points on an interview.

After Being Accepted But Before *Beginning* The Program

- Physical exam and proof of immunizations by titer, seasonal influenza vaccine and drug screening (***must be completed and submitted prior to Student Orientation***). The cost of the medical tests and fees are the sole responsibility of the applicant.
- Students who are accepted into the program must obtain and pass an approved criminal background check. Official proof of the background check must be submitted by the end of the first week of school. The cost of the authorized background check is the sole responsibility of the applicant and cannot be reimbursed by the school.
- A **Basic Background** check, for 109.00, may be completed by CastleBranch, a company we have partnered with to provide an easy process to complete your background check. To contact CastleBranch and order your Basic Background check online, please follow the instructions on the handout provided by admissions.
- During the program, drug screenings may be required as needed depending on the policies of the clinical site a student is assigned. Drug screenings are \$37.00 and can be completed through CastleBranch by following the same procedures for your background check on the handout provided by admissions.
- Must be present for **MANDATORY** Student Orientation.

Please note that meeting the above minimum requirements, including having an interview with the Program Chair, does not guarantee acceptance into the program. Due to limited capacity, only a select number of students can be accepted.

Technical Standards Policy

Hunter Business School's Diagnostic Medical Sonography Program has established specific technical standards and performance criteria that must be met by students seeking admission to the program.

Each Diagnostic Medical Sonography student must be able to:

1. Work in a fast-paced, high pressure health care environment.
2. Communicate using the English language in a clear and concise manner to faculty members, fellow students, staff, healthcare professionals, and patients using verbal and written format.
3. Read, comprehend and follow verbal or written instructions.
4. Have full range of motion of upper and lower extremities including utility of arms, hands and fingers to perform examinations and operate equipment.
5. Demonstrate sufficient bimanual dexterity and eye-hand coordination to hold a transducer and scan with one hand while operating the controls of the ultrasound machine with the other hand, all while looking at the ultrasound monitor.
6. Push a standard wheelchair from waiting area or patient's room to the ultrasound room.

7. Move immobile patients from a stretcher to sonography table with assistance from department personnel.
8. Lift a minimum of fifty (50) pounds of weight.
9. Reach up to six feet off the floor.
10. Stand on one's feet for at least 80% of the day.
11. Bend, stoop, crouch and kneel for a moderate amount of time.
12. Utilize a keyboard for inputting clinical data into consoles, computers, and charts.
13. Visually monitor patients and review images in dimmed light.
14. Distinguish audible sounds within normal limits (aided or unaided).
15. Accurately read and discern controls and information displayed on an ultrasound monitor or keyboard.
16. A. Distinguish small differences between varying shades of gray.
B. Discern and identify colors, including (but not limited to) red, yellow, blue and green (and shades thereof). ****Absence of color blindness is required.****
17. Ability to calmly and politely cope in stressful or emergency situations, and recognize conditions which may pose an immediate threat to health or life.
18. Be honest, compassionate, ethical, and responsible.
19. Safeguard and preserve the confidentiality of patient information in accordance with HIPAA and department policy.
20. Personally organize and perform work demands within the ultrasound department.
21. Push and maneuver full-sized ultrasound equipment (500 pounds; on wheels) to any necessary destinations within the department or hospital.

Applicants who cannot meet the above technical standards may not seek admission to the Hunter Business School Diagnostic Medical Sonography Program.

Pregnancy Policy

DMS Pregnancy Disclosure & Participation Policy

Work in the healthcare setting can involve exposure to chemicals, radiation levels, infectious diseases, or tasks that present risks to the fetus or to the student's ability to carry the fetus to term. Students need to understand that patients may come for an ultrasound examination from other medical imaging departments. These patients may have been injected with radioactive isotopes (radionuclides for the diagnosis and treatment of disease) prior to being scanned by a Sonographer.

Students who are or become pregnant during their enrollment in the Diagnostic Medical Sonography Program may choose whether or not to notify the Program Chair. This policy is voluntary and intended to provide safety for the pregnant student and her fetus. In the event of a suspected or confirmed pregnancy, it is the sole decision and responsibility of the student to notify her Program Chair in writing of her condition. Students that do not voluntarily disclose their pregnancy are considered not pregnant. Pregnancy will not affect the student's enrollment in the academic courses within the Program.

Pregnant students are encouraged to discuss any potential risks, the steps that might be available to minimize or eliminate the risks, and the advisability of continuing or suspending participation in the Program with the Program Chair and their own health care providers. Students who elect to continue in the Program will be required to sign the "Risk Awareness Discussion Addendum" below verifying that these discussions have occurred and that the student is aware of and fully assumes the risks of continuing with the Program while pregnant.

Students who are pregnant may attend classes, labs, and clinical as long as their physician recommends it. Late term pregnancies may require a note from the student's physician stating that she may continue in the Program up until a specified date. Pregnancies with complications may require the student to withdraw from the Program.

The student has the option to withdraw from classes at any point during the pregnancy. If the student makes the decision to withdraw from the Diagnostic Medical Sonography Program, she may be re-instated at an appropriate time in the future, with regard to program curriculum sequencing and when she is capable of resuming the academic course load, providing space is available and she continues to meet admission criteria of the Diagnostic Medical Sonography Program. (It would be advisable to not let more than 1-year elapse before returning to the Program. If more than 1-year passes, it is recommended that the student begin the Program over from the start.)

In some cases, students may be required to withdraw from clinical courses, but may be allowed to complete didactic courses. This is determined on an individual basis according to physician recommendations.

Students who are or become pregnant are not permitted to scan themselves nor are other students permitted to scan pregnant classmates unsupervised due to possible bioeffects that could result. Scanning of this nature may only be performed under the supervision of an instructor with close monitoring and a written waiver must be signed by the student or a volunteer prior to any scanning activity.

Upon voluntary disclosure of pregnancy, the student:

- Must provide the Program Chair with written indication of intent to continue in the Program *or* of intent to withdraw. [See *Withdrawal Policy* and *Reinstate Policy* in the Student Handbook for additional details] The student:
- May remain in the Program on a full-time basis without modification, as requested by the student
- May remain in the Program on a full-time basis with modification of clinical assignments, as requested by the student
- May withdraw from the Diagnostic Medical Sonography Program
- Will submit an initial written statement from her physician stating that she is cleared to continue in the Program, providing medical advice for any limitations placed upon the student while enrolled in the Program
- Must submit monthly statements, at minimum, to the Program Chair from her physician about the student's ability to continue in the Program (or more frequently, dependent on maternal and fetal health at any given point as the pregnancy progresses)
- Must notify her clinical instructors in writing of the pregnancy
- Must abide by the pregnancy policies of the individual clinical site
- Will be required to purchase a radiation film badge to be worn at waist level during their clinical assignment; the student's radiation dosimetry report will be reviewed monthly by the Program Chair and student's physician

In summary, the Program will work with the pregnant student to help her meet her goals for successful DMS Program completion.

Felonies & Misdemeanors (ARDMS Eligibility)

Students convicted of a felony or misdemeanor may be ineligible to take the American Registry of Diagnostic Medical Sonographers (ARDMS) national certification exams. Certification is typically required to work in this field. It is the student's responsibility to petition the ARDMS for registry eligibility and to meet the regulations set forth by the organizations. Contact the Program Chair for additional information.

Request for Reasonable Accommodation

Hunter Business School does not discriminate against individuals on the basis of physical or mental disability and is committed to providing reasonable accommodations to qualified students with a disability and an equal opportunity to access the benefits, rights and privileges of school services and programs in compliance with The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. This includes: accommodations for appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by Hunter Business School. Students who believe they are in need of accommodations should contact the Campus Director. If you have a concern or complaint in this regard, please contact the Campus Director. Complaints will be handled in accordance with the school's grievance procedures.

Equal Opportunity Policy & Statement of Non-Discrimination

Hunter Business School is committed to a policy of equal opportunity and is in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. HBS is committed to providing equal opportunity in its recruitment, admissions, financial aid, placement, educational programs, and employment without discrimination on the basis of race, creed, color, national origin, ancestry, gender, sexual orientation, age, religion, marital status or disability.

Sexual Harassment

Any form of sexual harassment is considered to be a violation of HBS policy and a violation of federal law. Sexual harassment is described as unsolicited, non-reciprocated behavior, including, but not limited to: unsolicited verbal comments and harassment; sexist remarks about a person's body or sexual activities; touching, pinching, or unnecessary touching; subtle pressure or demands for sexual favors accompanied by implied or overt threats concerning employment or student status; and physical assault. Individuals who consider they are victims of sexual harassment should follow the School's Grievance Procedure detailed below. HBS will investigate reported incidents confidentially and take any necessary action. Disciplinary actions include suspension or dismissal from HBS, depending on the nature and substance of the grievance. *Please see sexual harassment policies in HBS Student Handbook and HBS School Catalog.*

Problem Solving Strategy

Hunter Business School is dedicated to helping you successfully complete your course of study. By providing you with the necessary technical and professional skills to meet today's employer expectations, you should have an easy transition entering your chosen field. A major emphasis of our training is problem solving. Problem solving empowers you to become self-reliant & professionally disciplined enabling you to acquire knowledge you will need in your future career.

Readmission Policy

Voluntary Withdraw Readmissions

Students who withdraw prior to completing the first semester must repeat the application process for reentry into the program and will be considered along with all other applicants. No preference will be given to those students seeking to reapply who have voluntarily withdrawn in the first semester.

Students who withdraw and have completed at least one semester, may request readmission into the program. The request must be in writing and submitted at least one semester prior to the next sequenced semester. Consideration will be given to the amount of time since the student's withdrawal and by clinical site availability. The student may be required to audit, re-take and/or take a competency assessment of previously passed courses in order to ensure didactic competency for future courses. The student is not guaranteed a specific clinical site if granted reentry.

Consideration for readmission is only possible if the student had good academic standing in all didactic courses prior to withdrawal from the program. The final decision for readmission will be made by the Program Chair in consultation with the program faculty and the Director of Education.

Involuntary Withdraw Readmissions

Students who failed no more than one DMS course beyond the first semester may petition for readmission into the program. The request must be in writing and submitted at least one semester prior to the semester in which the repeat course is being offered. Consideration will be given to individual merits of the petition and actions taken to identify and remedy the root cause of the course failure.

Readmission is not guaranteed and the final decision for readmission will be made by the DMS Program Chair in consultation with the program faculty and the Director of Education. The student may be required to audit, re-take and/or take a competency assessment of previously passed courses in order to ensure didactic competency for future courses. Consideration for readmission will also be influenced by available clinical space. The student is not guaranteed a specific clinical site if granted reentry.

Exceptions:

1. Students who have below a 3.0 GPA will not be readmitted into the program.
2. Students who fail two (2) or more DMS courses will not be readmitted into the program.
3. Students who have been removed for infractions of policy or misconduct violations or have lost an appeal process from a dismissal will not be eligible to re-apply to The Diagnostic Medical Sonography program.

Student Grievance Procedure

The school and work environment is at its best when communication is clear and attitudes are positive. The purpose of this procedure is to outline a process for students to express and resolve misunderstandings, concerns, or issues that they have with any Hunter employee, fellow student, or third party associated with the School in a fair and equitable manner. A student may use this procedure if he/she believes that an employee of Hunter, fellow student, or third party associated with the Institution has violated a School policy or has acted in a manner that is inappropriate or unfair to the student.

Prior to undertaking an informal or formal grievance, students are advised to bring the issue to

the attention of one of their instructors, or faculty mentor. These individuals can assist the student in making a decision about how best to address the issue of concern and whether to pursue an informal or formal grievance. Following the informal procedures described below is recommended before a grievance is filed according to Hunter's formal procedure.

Informal Procedure

Prior to undertaking the formal grievance procedure, students are requested to follow the steps outlined below and to speak with the designated individuals.

Bring the problem to the attention of the instructor. If he or she is not the correct person with whom to talk, and/or if the instructor does not have sufficient authority to address the problem, then the matter should be discussed with the Program Chair of the respective field of study. If the Program Chair or the faculty mentor is unable to resolve the issue, the Director of Education should then be contacted.

If after following these steps the grievance is not amicably resolved and the student is still dissatisfied with the outcome, then the aggrieved party can make an appointment to see the Campus Director, and under special circumstances, the President of Hunter Business School to discuss the problem.

Formal Procedure

A student who feels that an issue or problem has not been appropriately addressed, or resolved, by the faculty, or administrative department, may submit a written grievance report to their Campus Director for consideration by Hunter's Executive Management Team. Upon submission, the grievance will be addressed at their next scheduled meeting and a determination will be provided in writing within five business days. If after receipt of the offers' determination, a student feels that his or her concern or complaint has still not been adequately addressed, the student can contact Hunter's Institutional and/or programmatic accrediting agency by mail or phone:

Middle States Association Commissions on Elementary & Secondary Schools
3624 Market Street, 2 West • Philadelphia, PA 19104 • Phone: (267) 284-5000

Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)
6021 University Boulevard, Suite 500, Ellicott City, MD 21043
Phone: 443-973-3251 Fax: 866-738-3444 jrcdms.org

Alternatively, or in tandem, a student can contact Hunter's regulatory body by mail or phone:

New York State Education Department
Bureau of Proprietary School Supervision (BPSS) 89 Washington Avenue Room 962,
Education Building Addition Albany, New York 12234 Phone: (518) 474-3969

Program Faculty & Advisement

Academic Counseling and Advisement

Academic advising and counseling are provided by faculty and when necessary the Program Chair. Students are encouraged to meet with their course instructor to discuss any academic difficulties that may arise. Faculty members are instructed to refer the student for tutoring and/or appropriate outside counseling. If any student needs guidance or counseling pertaining to academic

performance, attendance, or any school related issue, the student will be guided to the Director of Education. On the rare occasion that the Director of Education is not able to resolve the issue, the student will then be guided to the Campus Director. In addition, students who have gone through the administrative hierarchy who still feel their problem has not been solved can see the President, Jay Fund of Hunter Business School, who has a master's in social work.

Additional policies related to Academic Counseling and Advisement can be found in the following publications:

1. School Catalog (see catalog for information that outlines accessibility to all Student Services, as well as our Requests for Reasonable Accommodations policy, etc...)
2. Student Handbook (see Student Handbook for info. Also see course syllabi provided at the beginning of the semester. Course schedules detailing the course plan for the semester are also provided.

Progression in the Program

The student is expected to maintain enrollment and complete all DMS courses. Each DMS course has required prerequisites as listed in the School Catalog. The student is responsible for fulfilling prerequisite requirements before progressing through the curriculum.

While enrolled in the program, if a student withdraws or fails a course that is a prerequisite for the next semester, it is the student's responsibility to contact the Program Chair to discuss readmission procedures.

The Diagnostic Medical Sonography Program Chair may require the student to repeat any courses in which the student's competencies have not been maintained.

All returning students must repeat the clinical course of the semester in which they are returning, regardless of their previously earned grade. Clinical competencies achieved in previous semesters may need to be repeated if deemed necessary by the Program Chair. The student will be placed in a clinical rotation at the discretion of the Program.

Ethical Behavior

Professional obligations are a part of ethical codes that govern the behavior of the members of a profession. Ethical behavior goes beyond the actual client setting. It should be a part of one's life. In addition to DMS students' rights, there are DMS students' responsibilities. These responsibilities require student behavior that maintains the integrity of the profession and the safety of their patients.

Attendance

Attendance is mandatory for each class. Class begins promptly at 8:50 a.m. At exactly 9:00 a.m. respectfully, the door to the classroom will be closed. This extra 10 minutes is to allow for heavy traffic conditions. Any material missed during this period will be entirely up to the student to make-up (on his/her own time).

Lateness/Leaving Early

Faculty is mandated to take attendance in the beginning and end of each class to ensure accurate record keeping. Lateness is unacceptable and disruptive to class in session. All students are

expected to arrive to class on time. Lateness in excess of ten minutes will be recorded as one hour of absence from class. Students must contact their instructor by leaving a message with the receptionist or with the instructor's voicemail. Students are responsible for all work missed due to absence and should stay informed (by classmates or instructor) as to the material covered when absent. If you arrive late to class you will be docked for that time. Even if you leave the building for lunch, no extra time will be afforded for traffic, the door will be closed promptly. A student not present at the end of class will be marked absent.

Day Classes

Classes are from 8:50 a.m. to 4:00 p.m. - Monday through Friday, 6 hours a day, for a total of 30 hours per week. Excellent attendance is an expectation of all DMS students at Hunter Business School. Daily attendance is especially important for you to keep up with your classwork and skills. The minimum **overall** attendance is 80% **including 100% of all externship hours**. If you must be absent, it is your responsibility to call the main number of the school and speak to the receptionist or leave a message. This is what is expected at a job and this conduct begins at school.

Attendance Policy: Each student is required to maintain a minimum attendance of 80% for each course:

- If, at the end of a course, your attendance is less than 80% or less than 100% in clinic or externship, you will receive a “W” (Withdrawal) and you will be required to retake the course.

- **Academic Warning**

A student is required to maintain a minimum attendance of 80% for each course, including 100% of all clinic or externship hours, and an overall GPA of 2.0. A student will be placed on academic probation for a grading period if the student fails to meet the minimum academic requirement. During the academic probationary period the student **MUST** maintain a GPA of 2.0 and an attendance rate of 80% including 100% of all clinical or externship hours. A student who fails to meet the minimum satisfactory requirement at the end of any academic probationary period will be dismissed from school. Refer to each course syllabi for additional attendance requirements that apply to specific courses. (Example: Externships require 100% attendance.)

- **Academic Probation**

A student is required to maintain a minimum attendance of 80% for each course, including 100% of all clinic or externship hours, and an overall GPA of 2.0. A student will be placed on academic probation for a grading period if the student fails to meet the minimum academic requirement. During the academic probationary period the student **MUST** maintain a GPA of 2.0 and an attendance rate of 80% including 100% of all clinical or externship hours. A student who fails to meet the minimum satisfactory requirement at the end of any academic probationary period will be dismissed from school. Refer to each course syllabi for additional attendance requirements that apply to specific courses. (Example: Externships require 100% attendance.)

- **Failure to Meet Course Requirements:**

Course requirements are comprised of hours of attendance, exams, competencies, and homework assignments. If a student has not completed and/or met **ALL** course requirements, he or she will receive a “W” (Withdrawal) from the course. Students who receive a grade of “F” or “W” will be required to retake the course that could extend the length of the program.

All repeat hours will count towards computation of a student's maximum time frame.

- **Makeup Work Policy:**

Any missed exams, material and/or assignments due to absence is required to be completed as soon as possible. It's the student's responsibility to meet with the instructor to discuss any missed material and/or assignments. A student who is absent on the day of an exam must take the exam on the first day of his or her return. Missed material and/or assignments not made up may impact a student's final grade. If you need extra help, it is your responsibility to make an appointment with your instructor at a mutually agreeable time.

A 10% grade reduction will be assessed on any make-up exam or quiz. It is in the student's best interest to take all exams when they are originally scheduled.

Exams and Testing

Tests must be taken on the day that they are scheduled for during class time.

Final Exams

Final Exams are given at the completion of each course. Students must take the Final Exam on its scheduled date. There is no make-up exam for a Final Exam. If the Final Exam is missed, students will receive a zero.

(If a truly **SERIOUS** medical/personal issue arises, documented written proof must be submitted to the DMS Program Chair for evaluation.)

Make-Up Exams & Retesting

Students who are absent on the day of an exam must take the exam on the first day of their return. Student must make arrangements with the instructor to take the exam. Students who fail a test will **NOT** be allowed to retest. In those instances, the student will receive a zero for the test and/or assignment.

Students that have not completed and handed in all required coursework, or have not taken the final exam, will receive a grade an "F". Students will NOT be allowed an extension to complete the assignments or tests. This will affect your final grade for the course. Any course that is failed must be repeated and could extend the length of the program. A grade of "W" will be given only if a student withdraws or is terminated from school before completion of classes.

Academic Integrity

The principles of academic integrity encompass standards of honesty and truth. Faculty members are obligated to educate students on the principles of academic integrity and to report any violations. However, a breach of academic integrity will lead to the commencement of a disciplinary proceeding.

Students who receive or provide unapproved help in any academic task or exam including the attempt to use or the actual use of unauthorized materials for a test or assignment will be subject to the consequences detailed in the Handbook. Any disclosure of examination items violates the program's academic integrity policy.

- When there is evidence of a student cheating on examination or written assignments, the student in question will receive an automatic zero for the examination or assignment if it is the first offense.
- When there is evidence that any of the aforementioned activities occur for a second time, the student in question will be dismissed from the DMS Program.
- Students who have been dismissed from the DMS Program for a violation of Academic Integrity will **NOT** be considered for readmissions in to the Program.
- Suspicion of academic dishonesty will result in a retake of the assignment or test.

Withdrawal/Dismissal

Upon a student's withdrawal or dismissal, the terms of the Cancellation and Refund Clause on the Enrollment Agreement become effective immediately.

Repeating a Course

A student who receives a grade of "F" will be required to repeat the class. This may be done during a free period, or if necessary, the student's program will be extended at no extra charge, provided the extension can be completed within 150% of the standard program length maximum time frame.

A student must understand the following:

1. When a class is retaken both grades will appear on transcripts.
2. For the purpose of determining satisfactory academic progress, maximum time frame and minimum academic achievement, the clock hours from all attempts will be counted.
3. It is the student's responsibility to consult with a Financial Aid Advisor to determine financial aid eligibility. No additional tuition is charged for retaking a class/classes. However, if a student retaking a class/classes subsequently withdraws or is dismissed, all hours attended are used for calculation of the refund policy. Additionally, students are responsible for purchasing textbooks and workbooks that have been updated.
4. Prerequisites within a program may affect the student's ability to progress further until successful completion of the failed course.

Application of Standards

Satisfactory Academic Progress (SAP) standards apply to all students, part-time or full-time.

Academic Services

To ensure consistency of education, instructors teach according to a defined curriculum which allows for a variety of teaching styles. In response to rapidly changing industry requirements, the curriculum is updated regularly. Therefore, curriculum updates may occur during your program of study.

Instructors of each course may be changed to provide you with a multifaceted perspective of the area in which you intend to enter and to provide exposure to a variety of learning styles. The instructor for each course will be announced before the start of the session.

All Hunter Business School's instructors are dedicated to assisting you in achieving your educational objectives. Therefore, all instructors are available, by appointment, for counseling or academic assistance.

Instructor Absences

If for any reason your instructor is not present in class on a given day, your class is assigned a temporary instructor for the day. We require that you maintain a high level of productivity either in workshop/lab or reading/studying, whichever is applicable.

Meetings

In order to continually improve the quality of education to benefit the student body, staff and faculty meetings are scheduled during the school year. On rare occasions there may be unscheduled meetings which may limit instructor availability before/after class.

Room Assignments

Classroom assignments may be altered periodically. Changes in classroom assignments will be announced.

School Building Hours

The school building is open to you during the following hours:

Monday - Thursday 8:30 am to 10:00 pm

Friday - 8:30 am to 4:00 pm

If a class would like to schedule a room in advance for a group study session, even outside the above posted hours, contact the Program Chair.

Extra Assistance Policies**What is extra assistance?**

Extra assistance is a reciprocal process which enhances knowledge through guided reinforcement. Hunter Business School's goal is to work towards helping students become independent learners. In keeping with this philosophy, Hunter's extra assistance process does not give answers or do your homework or other graded assignments for you. We are not able to offer last-minute help for students who have not read their textbook assignments, kept current with the course material, or have not put forth a genuine effort of their own. Your assigned teachers will work with you to solve difficult problems or to understand difficult concepts assuming you have tried to do so on your own prior to seeking assistance.

Expectations**I. Students who seek out extra assistance should expect their assigned teachers to:**

1. Arrive for sessions on time and to notify the Director of Education or Program Chair and the student that they are working with if they cannot attend a scheduled session.
2. Listen attentively and carefully.
3. Help them identify difficulties they are having and develop strategies for addressing them.
4. Help them identify and use the strengths they have to master difficult material.
5. Help them work toward a genuine ability to solve problems and arrive at correct answers on their own.
6. Give them time to work independently during the session.
7. Help them learn successful study strategies
8. Refuse to assist unprepared students and ask that they review specific material before returning.

II. Students who seek out extra assistance are expected to prepare by:

1. Going to class, listening attentively, taking notes and asking questions to clarify misunderstandings. If students miss a class they are responsible for getting notes or reviewing the material before coming in.
2. Reviewing notes, practicing problems and reading their textbooks.
3. Making a genuine effort to do the work prior to seeking out extra assistance.
4. Coming to the session with specific questions regarding the course material of concern.
5. Coming to the session after a genuine effort of self-reflection regarding what it is they want help with and what they want to accomplish.
6. Bring any learning materials and any necessary notes or previous work to the session.

III. Students who seek out extra assistance should know that they:

1. Must arrive for sessions on time and notify the Director of Education or Program Chair and the assigned teacher, if they cannot attend a scheduled session.
2. May be asked to work in groups if they are working on similar material.

IV. Appropriate behaviors for students seeking out extra assistance are:

1. Coming to the session ready to work.
2. Participating actively in the session by listening attentively and carefully, responding, practicing skills, reflecting and asking specific questions to enhance their understanding.
3. Having patience for the process.
4. Treating all assigned teachers and other students with respect and civility and not distracting or disturbing others.

V. Attendance:

1. Two cumulative "no-shows" for a session will result in the loss of privileges to use weekly extra assistance services for the remainder of the semester.
2. Hunter Business School's policy is that any student found sleeping during class will be marked absent from that class and dismissed from the classroom.

School Calendar

School will be closed on the following days:

Holidays	2026	2027
New Year's Day	January 1 & 2	January 1
Martin Luther King Day	January 19	January 18
President's Day	February 16	February 15
Good Friday	April 3	March 26
Memorial Day	May 25	May 31
Juneteenth	June 19	June 18
Independence Day	July 3	July 5
Labor Day	September 7	September 6

Rosh Hashanah	Falls on Saturday 09/12/26	Falls on Saturday 10/02/27
Yom Kippur	September 21	October 11
Columbus Day	October 12	October 11
Veteran’s Day	November 11	November 11
Thanksgiving	November 26	November 25
Thanksgiving Day After	November 27	November 26
Christmas Recess	December 24 - January 1, 2027	December 24 - December 31, 2028

Evening Students: 2026 Independence Day Recess – June 29, 2026 - July 3, 2026
2027 Independence Day Recess – July 05, 2027 - July 9, 2027

School Hours of Operation:

Monday through Thursday 8:30 a.m.-10:00 p.m.
Friday 8:30 a.m. - 3:30 p.m.
Closed Saturday & Sunday

Weather Closings: The closing of Hunter Business School in inclement weather will be announced on our website at: ***HUNTERBUSINESSSCHOOL.EDU***, and our FACEBOOK Page. In addition, a message will be posted on the school’s answering machine with the most up-to-date information.

School Closing

The closing of Hunter Business School in inclement weather will be announced on our website at www.hunterbusinessschool.edu, and our FACEBOOK Page. You may also look for school closings on Channel 12’s (Cable TV) website, in addition, a message will also be posted on the school’s answering machine with the most up-to-date information.

Student Services

Hunter Business School is dedicated to helping you successfully complete your course of study and enter your chosen field. We are committed to help you develop the necessary technical and professional skills to meet employer expectations. The major emphasis is on problem solving to enable you to become self-reliant and professionally disciplined in acquiring knowledge.

However, during the course of training, especially at first, you may need to seek out help with regard to problems seemingly beyond your control or ability to resolve. Therefore, the following list of departments is provided, along with a brief description of their function, and how they can help to lessen the anxiety and/or frustration you may encounter while in school.

Admissions

Your Admissions Representative will assist in problem solving. Often your Admissions Representative will facilitate a solution by setting up a meeting between you & the appropriate person.

Financial Aid

The Financial Aid Director and Financial Aid Advisors counsel students on matters relevant to tuition, payment, books, and Financial Aid.

Education

Instructors offer individual help for students with academic, attendance, and personal problems. Instructors are also available for extra assistance if needed.

Career Services

The Director of Career Services and Career Services Advisors assist students in career planning and job hunting. Specific student concerns are handled on an individual basis by appointment. The Career Services Department also provides professional development and seminars to help students prepare for the job search.

Administration

The School Director and/or the Director of Education personally works with special student concerns throughout the course of study from pre-enrollment to placement, as well as any time after graduation.

If you are in need of assistance, or have a concern, first contact your Instructor. Requests for further action may be taken to the Director of Education and if necessary, the Campus Director. Please see Student Handbook and School Catalog for additional information on various student services available including Financial Aid & Career Services.

Payment of Tuition & Fees

Payment of tuition and fees must be made by cash, check, credit card and/or financial aid awards for students who qualify for financial aid. All payments are to be made according to a prearranged schedule.

In consideration of acceptance into Hunter Business School, Inc., each student agrees to the following:

1. Guarantees all tuition payments for the chosen program in which he or she has enrolled.
2. Should a student be in default of payment under this agreement that student shall be responsible for any and all reasonable costs of collection, including but not limited to attorney's fees, collection agency fees, etc.

Any delinquency in tuition payment may be reported to the credit bureaus.

Late Payment Fees

A Late Payment Fee will be charged to a student not meeting his or her agreed upon payment schedule.

- No Late Fee - one day late, up to one week.
- 5% - after one week
- Thirty days late on tuition payment, in addition to the above, a student must meet with a student services officer to either work out an acceptable payment schedule or be prevented from attending class until payments are made current.
- First payment is due **on or before class start date**. Exception may be made to those students who have enrolled within one week prior to class start and then the first payment is to be made no later than one week after starting class.

- A student must be either paid in full according to his or her plan, or be current thirty days prior to graduation, or he or she may be put on "financial suspension," and **not receive their certificate**.
- If a student has a personal payment plan with the school, no books will be given out until the FIRST payment is made.
- Three consecutive missed payments towards a student's personal payment plan may result being dropped from the Program.

Grading System

Grades of "W" (Withdrawn) will not be utilized in computing a student's cumulative GPA, although the hours attempted will count towards computation of the student's **maximum time frame**. Course repetition and transfer hours will also count towards completion of the student's maximum time frame. A course will not be considered a successful course completion until a final grade is issued. This could affect a student's satisfactory progress computation. Exams, tests, quizzes, and other assignments will be graded as follows:

Grade	Grade Point	# Equivalent
A	4.0	100 – 90
B	3.0	89 – 80
C	2.0	79 – 70
F	N/A	N/A

F = Failing (Below 70%)
T = Transfer Credit
W = Withdrew
P = Not Computed in GPA

Financial Aid Warning

Students receiving federal student aid who fail to meet the GPA and/or pace requirement at the end of a payment period will be placed on financial aid warning for one payment period. During the period of financial aid warning, students are still eligible to receive federal student aid. If, after the financial aid warning period, a student still has not achieved the GPA and/or pace requirement, he or she may appeal.

If the appeal is granted, the student would be placed on financial aid probation for one payment period. The student would be eligible for federal financial aid while on probation. If the student has not achieved the GPA and/or pace requirement after the probationary period, the student will be dismissed.

Financial Aid Probation

Students receiving federal student aid who have not maintained satisfactory progress after being given a Financial Aid Warning can appeal the Satisfactory Academic Progress (SAP) decision and be placed on Financial Aid Probation for one payment period. The student will meet with the Director of Education and create an academic plan stating the student's specific terms and conditions for trying to achieve satisfactory progress while on probation. By the end of the probation period a student must achieve the GPA/pace requirements.

A student will be removed from probation once they achieve satisfactory academic progress. A student who fails to achieve satisfactory progress after completion of probation will be dismissed and will not be eligible for federal student aid.

Academic Probation

New York State Bureau of Proprietary School Supervision (BPSS) mandates that any student who is absent more than 15 percent of the total number of instructional hours offered during each grading period of the student's program AND who has not maintained satisfactory academic progress shall be dismissed or placed on academic probation. Any student who fails to meet satisfactory academic progress at the end of any marking period, regardless of attendance, shall be dismissed or placed on academic probation.

Satisfactory academic progress means a cumulative average of 2.0 for the curriculum or course.

Any student who, at the end of academic probation, fails to raise his or her cumulative average to 2.0 AND who fails to maintain at least 80 percent of the instructional hours offered during the probationary period, shall be dismissed.

Appeals

A student who feels he or she has received a grade that does not reflect a true evaluation of his or her work or who has been dismissed, may appeal in writing to the Director of Education for a review and/or hearing. Mitigating circumstances will be considered in the review and/or hearing. A determination of the student's written appeal will be provided to the student in writing within 30 days.

Withdrawal

To avoid excessive tuition charges, to facilitate finalization of grade record, and to ensure the option of reinstatement into the school in the future (if desired), any student who may have to withdraw due to extraordinary circumstances must meet with the Program Chair & Director of Education prior to withdrawal. In addition, all Financial Aid recipients must meet with the financial aid staff prior to withdrawal. It is essential that the student withdraw in person and that all rights and responsibilities be fully understood.

Reinstatement

A student seeking reinstatement may be asked to request it in writing of the Program Chair & Director of Education. The student must demonstrate that the student has corrected the deficiencies that caused the termination. If not corrected, the student will be permanently dismissed.

A student may be readmitted after a conference that includes the Director of Education or Program Chair. Reinstatement will be at the discretion of this evaluation team, based upon the realistic outlook on whether or not the student can complete all the needed requirements to make academic progress and has the desire and academic ability to progress satisfactorily in the program. The student must correct his or her deficiencies that caused the termination by taking remedial courses, retaking courses failed, or practicing previously learned skills in order to reestablish satisfactory progress. The student must meet all requirements by the end of the payment period. If not corrected, the student is permanently dismissed.

Code of Conduct

Two key elements in the arsenal of character traits maintained by a professional are: respect for peers and commitment to goals. Make the decision each day that all your actions that day will be respectful and demonstrate the highest level of commitment possible.

Unprofessional behavior is sufficient reason in industry for employee termination, it is sufficient reason at Hunter Business School for termination from school.

Rules

- You are under the supervision of your instructor and shall cooperate with them.
- You will be punctual in reporting to class and must report to the instructor if absent or late.
- Plagiarism, cheating or other acts of academic dishonesty are grounds for dismissal. (See Academic Integrity policy below.)
- Students will respect the confidentiality of all patient information they become privy to, as per HIPAA guidelines.
- During class hours, visiting other classrooms or loitering on school property is not permitted.
- Students must conform to the dress code at all times.
- All tools and equipment must be returned to their proper place after use.
- No “horse play” or abusive language will be permitted.
- Damaging any school property is grounds for dismissal.
- All forms of gambling are prohibited during school hours.
- Intentional abuse of school property is grounds for immediate dismissal.
- No eating or drinking in computer or sonography labs.
- All empty food or drink containers must be disposed of in proper receptacles.
- Stealing and cheating are grounds for immediate expulsion.
- Excessive noise in class will not be permitted.
- You will be responsible for cleaning any work area plus any extra cleaning assigned by the instructor.
- Smoking or carrying of a lighted material is not permitted inside the building.
- Failure to observe any rule or regulation of the school shall be grounds for disciplinary action.
- A repeated violation of any of the above is grounds for expulsion.
- If you withdraw from school and wish to be re-admitted, you **ARE** required to write a typed essay paper stating all of the following: (Submission of paper does not guarantee re-admittance).
 - ✓ Why you dropped from school
 - ✓ What is different now
 - ✓ Plans for successful graduation
 - ✓ Why you should be re-admitted

Alcohol and Drugs

- Drinking of alcoholic beverages or the use of drugs is prohibited on Hunter Business School property which includes externships and field trips.
- Anyone suspected of being under the influence of drugs or alcohol, or distributing these drugs while in school, will be dismissed from class.
- If you are under a doctor's care and taking prescribed medications, notify your instructor. Students are required to submit proof of a prescription that has a pharmacy label or a copy of the prescription with the student's name.

Drug Free Campus

The following information is presented in compliance with the Drug-free Schools and Communities Act Amendments of 1989:

- Policy and Program Statement - In compliance with federal regulations, HBS is committed to providing a drug-free, healthful, safe, and secure workplace and environment. The School will annually notify employees and students that the unlawful possession, use, or distribution of illicit drugs and alcohol on School property, or as any part of School activity, is prohibited.
- Illicit Drugs Prohibited - The unlawful possession, use, and distribution of illicit drugs on School property, or as any part of School activity, is prohibited.
- Criminal Penalties - A student or employee's violation of this prohibition may result in arrest and conviction under applicable criminal laws of the United States, the State of New York, or local municipalities. Conviction may result in legal penalties.
- Sanctions imposed by the School - Students and employees who violate the School's policy against illicit drugs and alcohol are subject to sanctions imposed by the School which are consistent with local, state, and federal law and regulations. Such sanctions may include, but are not limited to, the offender's expulsion from the School or termination of School employment, and referral to other authorities for prosecution. Disciplinary action against employees or students will be initiated in accordance with the School policy.
- Health Risks - The following nonexclusive list of health risks has been identified with the use & abuse of illicit drugs & alcohol: memory loss; depression; fetal alcohol syndrome; problem pregnancy; sclerosis; circulatory problems; insomnia; heart failure; respiratory arrest; cardiac arrest; seizures; coma; anxiety; paranoia; irritability; fatigue; mental illness; death.
- Available Assistance Treatment Programs - While the School recognizes drug and alcohol dependency and/or the abuse of drugs and alcohol to be a major health problem, as well as a safety and security problem, it currently does not provide drug/alcohol counseling, treatment, or rehabilitation programs for students. However, many resources are available to employees and students seeking assistance with such problems in the community. As part of the School's drug awareness program, literature and a list of available community drug counseling and rehabilitation services are available upon request.

Academic Integrity

The principles of academic integrity encompass standards of honesty and truth. Each member of the HBS community has a responsibility to uphold its' standards and to take action when others violate them. Faculty members have an obligation to educate students about the standards of academic integrity and to report violations of these standards to the appropriate department head. Students are responsible for knowing what the standards are and for adhering to them. Students should also bring any violations of which they are aware to the attention of their instructors.

One of the most important aspects of academic integrity concerns the just measure of each student's academic accomplishments. For such modes of assessment to operate fairly, it is essential that the instructor be assured that the work used to evaluate the student's performance is genuinely the student's own. While this Student Handbook does not define academic dishonesty in exhaustive terms, the following types of behavior that defeat the intent of an examination or other class work are unacceptable to Hunter Business School:

- Communicating (written, oral, or otherwise) with fellow students during an examination or quiz.
- Using notes, books, other written materials, calculators, or other aids (except when approved by the instructor).
- Providing or receiving information about the content of an examination.
- Attempting in any manner to benefit from the work of another student (such as, copying from other students during examinations or copying other student's projects or assignments).

- Having someone else take an examination for the student.
- Using other persons or services to prepare written work that is submitted as the student's own.
- Using previously or concurrently submitted papers, projects or assignments written by other students.
- Submitting the same or very similar projects, papers, or assignments in different sections of multiple section courses by collaborating students.
- Submitting plagiarized work as one's own.

Academic dishonesty will result in the failure of: the test, examination, term paper, project, or other assignment on which cheating or plagiarism occurred. Breaches of academic integrity can lead to the commencement of a disciplinary proceeding to determine whether the offending party should be reprimanded, censured, placed on disciplinary probation, suspended, or expelled.

Instructors have the authority to impose all of the above rules and regulations. Any issues/complaints/concerns will be handled by instructors. If they are unable to resolve the problem, the issue will be taken to the Director of Education and/or the Campus Director.

Hazing

Hazing is prohibited. Hazing, defined as an act that endangers the mental or physical health or safety of a student or that damage or removes public or private property, for the purpose of intimidation, initiation, admission into, affiliation with or as a condition for continued membership in, a group or organization, is prohibited. HBS unequivocally opposes any situation created intentionally to produce mental or physical discomfort, embarrassment, harassment, or ridicule.

Parking

Parking in handicapped stalls and areas designated as NO PARKING for Hunter Business School Students is prohibited (unless you have the proper credentials). Violators will be towed away at the expense of the owner.

Concerns Regarding a Course or Instructor

If you have concerns regarding your course or instructor, first speak with your instructor. Most problems are settled by this type of discussion. If a satisfactory understanding cannot be reached, please make an appointment to see the Program Department Chair. If the matter is still unresolved, see the Director of Education. Rarely, and if necessary, an appeal may be made to the Campus Director.

Course Instructor Evaluation

At the end of a given section, you will be asked to evaluate aspects of the educational process. This includes completion of a questionnaire by you for the purpose of judging the classroom performance of the instructor. You must be honest in your response since this evaluation will assist in faculty growth and improvement.

Breaks

To provide time for relaxed discussion of topics covered in class, each class is allotted “break time” during the day. A schedule of breaks is posted by the instructor. A schedule is a guideline and may be adjusted at the discretion of your instructor.

Messages

Due to the large number of students at Hunter Business School and the requirement for uninterrupted classes, you will not be notified of messages unless it is a real emergency. Please be sure to check the website, Facebook and enroll in the text aim texting service.

Telephone Calls

To avoid disruption of the educational and educational support process, only in the case of emergencies will you be pulled from class. Office phones are for faculty and staff use only.

Additional School Closings

The closing of Hunter Business School in inclement weather will be announced on the school's web site and Facebook. For the most up-to-date information, a message will also be posted on the school's answering machine.

Cell Phone Use

Use of cellular phones or any other electronic communication devices for any purpose during class or clinical hours is prohibited by Hunter Business School. Cell phone use, ringing and texting, use of social media such as Facebook, Twitter, etc., are unacceptable during class hours. If there is an emergency, students can receive phone calls via the Hunter Business School phone or quietly remove themselves from class in order to take the emergency phone call. Disciplinary actions will be taken against those who are unwilling to adhere to the school phone policy.

Counseling

We encourage our students to seek counseling when they feel it is necessary. Students should always be prepared to commit themselves to a course of action that will lead to success. While the school recognizes that students may experience different personal, psychological and physical issues, it does not provide counseling, treatment, or rehabilitation programs for students. However, many resources are available to employees and students seeking assistance with such problems in the community. Please see the Program Chair for further guidance.

Career Services

All graduates of Hunter Business School are entitled to continuous placement assistance. However, the school cannot promise or guarantee employment or any specific salary to any student or graduate. Job placement in the Health Care Field is very specialized and extensive background checks are common. Pregnancy, drug history, prior criminal conviction or prior serious illness may impede abilities to be placed. Prior criminal convictions may also affect eligibility to apply for the national certification exams given by the American Registry for Diagnostic Medical Sonography (ARDMS). Any such matters must be discussed confidentially with a HBS Placement Officer prior to admission to School.

Hunter Business School's Career Services Department provides the following services to students in all programs of instruction:

- Career development workshops while attending Hunter Business School.
- Resume counseling and preparation.
- Practice and training on proper interviewing and networking techniques.
- Proper job application procedures and other job search skills.
- Assist students and HBS alumni in the total career development process.
- Provide guidance in the job search.

- Addresses various needs, such as clarifying interests, obtaining part-time jobs and internship experiences, planning and conducting professional job search, and obtaining full-time employment.

Early Intervention Program includes:

- Professional Portfolio and Soft Skills Presentations in the beginning of educational process.
- Conduct group and individual Mock Interviews.
- Individual meetings with Career Services to answer all of your questions.

HBS offers many services to assist in this process, and strives to educate, develop feelings of community, as well as promote partnerships with students, alumni, faculty, and members of the HBS community.

Graduation

Hunter Business School's DMS training is directed at achieving practical skills and knowledge. You are evaluated in two basic areas: comprehension of theory and fundamentals, and skills competency and practical accomplishment.

In evaluating the first, you are given written exams, a final examination and various quizzes in each section of the course. In evaluating skills and accomplishments, you are graded in performance of numerous laboratory skills/competencies, clinicals skills, and classroom activities, including specific use of equipment.

Student transcripts are issued at the end of each semester and reflect the progress made in class, theory, lab, and clinicals.

Graduation Requirements

To be eligible for graduation, you must:

- Have completed all requirements of the Program with a cumulative average of “C” or better.
- Have successfully passed all clinical rotations.
- Have attended 80% or more of total program class hours including 100% of externship hours.
- Have fulfilled all financial obligations to the school.
- Have taken and passed the ARDMS SPI (Physics) Examination in Module IV.
- Have taken at least one ARDMS Specialty Examination (AB, AE, or OBGYN) no less than 30 days prior to graduation.
- Have attended all placement seminars and completed all requirements for successful placement opportunities.
- Have successfully completed the Program in the required time period.

(NO student will be permitted to graduate if they fail to fulfill any of the above requirements.) Diplomas will be presented at the graduation ceremony.

Upon graduation, graduates who have not been placed should be prepared to spend one to three months, full time, searching for an appropriate career opportunity. The graduate is advised to begin planning and making arrangements prior to the last day of class to enable the graduate to devote this time to seeking employment.

Notice of Nondiscrimination

Hunter Business School, Inc. is committed to a policy of equal opportunity and providing a safe learning and working environment free from unlawful discrimination, harassment and violence. Hunter Business School, Inc. does not discriminate or permit discrimination by any member of its school community, including its employees, students, visitors and third parties, in its educational programs or activities, policies, recruitment, admissions, employment, financial aid, loan and scholarship programs and placement on the basis of race, color, creed, national origin, religion, sex, gender, disability, age, pregnancy, ancestry, military or veteran status, marital or partnership status, sexual orientation, gender identity, gender expression or any other legally protected status.

Inquiries or complaints regarding any form of discrimination or harassment may be directed to:

Lisa Lye
Title IX Coordinator
3601 Hempstead Turnpike Levittown, New York 11756 (516) 796-1000
llye@hunterbusinessschool.edu

and/or

U. S. Department of Education
Office for Civil Rights (New York Office) 32 Old Slip, 26th Floor
New York, New York 10005 (646) 428-3800
OCR.NewYork@ed.gov

Notice of the School's nondiscrimination policy will be included in each announcement, bulletin or application form made available by the School, including the School's Student Catalog, Student Handbook, Employee Handbook, Student Enrollment Application and Employment Application. The notice will also be posted on the School's website and on faculty and student bulletin boards.

Campus Access and Security Policies

Campus Access and Security

Both Hunter Business School campuses are located in building complexes, which provide public access to other tenant businesses and their visitors. Parking lots are lit at night, as are building entrances. The normal exercise of personal awareness of surroundings of any public area is recommended while on campus during daylight and evening hours.

Police, Fire, and Medical Emergencies

Police, fire, or medical emergencies can be reported by dialing 9-911 from any telephone on campus. Students, faculty, and staff are also informed that non-emergency calls for service can be made by calling the appropriate non-emergency contact number.

Reporting of Criminal Activity

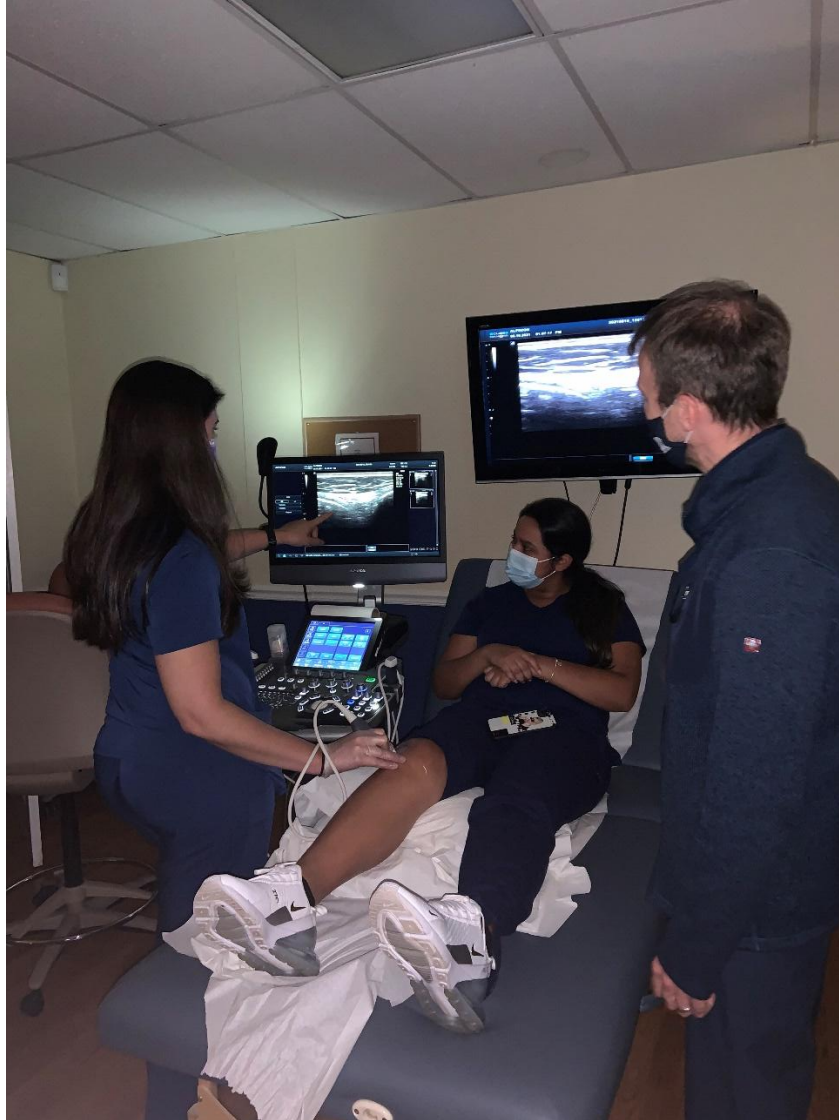
Hunter Business School requires that all criminal activity be reported to its administration and, in most instances, to the local police agency. In the event that any student, faculty, or staff witnesses or becomes a victim of criminal activity on the campus of HBS, the student, faculty, or staff must

immediately notify the administration and a written report must be filed by the end of the next business day with the office of the President of HBS. Responsibility for filing the written report lies with the person or persons in charge of the premises or the function involved. The President of HBS or designee will report the criminal activity to the appropriate police agency in cases when the victim desires but has not yet filed a report. In consultation with other appropriate administrative personnel, the President of HBS will determine any next steps necessary in investigating the criminal activity and any steps toward disciplinary action warranted against any employee or student of the school.

The President or designee will also issue a formal report to all appropriate persons involved. With incidents of criminal activity where internal disciplinary action is taken against the offender, the President of Hunter Business School reserves the right to disclose to the alleged victims the result of such disciplinary action. Such action will be taken at the discretion of the President of the school. Hunter Business School does not have its own campus law enforcement or security department. Administrative and faculty personnel have enforcement authority with regard to all school policies and procedures, work closely with state and local law enforcement agencies in the reporting of criminal activity, and encourage accurate and prompt reporting of all crimes to appropriate police agencies.

Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the school's system or the criminal justice system, you may still want to consider making a confidential report for annual security report purposes. With your permission, the President of the school or designee can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential, while taking steps to ensure the future safety of yourself and others. With such information, the school can keep an accurate record of the number of incidents involving students, faculty or staff; determine where there is a pattern of crime with regard to a particular location, method, or assailant; and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.



LABORATORY SCANNING PRACTICE

Definition of a Scanning Lab:

1. Scheduled and required practical educational training exercises
2. Scan laboratories provide student scanning activities in a controlled laboratory setting
3. Scan laboratories must be under personal supervision by appropriately credentialed faculty
4. Scan laboratories are conducted on volunteer models, (other students)
5. Volunteers must understand the purpose of scan laboratories is educational and non-diagnostic
6. Volunteers must sign a consent to participate
7. Scan laboratories cannot take the place of clinical education in a hospital or office setting on real patients

In order for students to have initial exposure to scanning techniques, planes of section, and the normal appearance of structures and organs in the body, students will scan each other during supervised lab sessions as scheduled by the program faculty. This is important in preparing students

for their clinical externships, as well as correlating what they learn in class with the ultrasound equipment and types of exams. Students may choose not to participate as a subject, however, they will be required to find an appropriate volunteer if their refusal to be scanned jeopardizes another student's opportunity to gain scanning experience. At no time will students be required to, or allowed to participate in breast, testicular or transvaginal exams. Students are encouraged to practice on their own in addition to scheduled lab but must arrange this additional time with the program faculty.

The laboratory exams are **non-diagnostic** and do not take the place of appropriate medical diagnostic services or treatment. It is strictly prohibited to scan any volunteer to evaluate pain or any other type of medical condition that has not already been diagnosed and documented. Under no condition shall a student scan or accept a volunteer who has a new pain, lump or concern about their physical wellbeing; or scan a subject based on known risk factors for a disease or condition. The DMS faculty, students, and Hunter Business School are not responsible for medical advice, diagnosis, or treatment, should any abnormality be discovered during routine practice in the lab. The student/volunteer will be advised to seek follow-up with their personal health care provider. Scanning practice on pregnant individuals is prohibited, except under specified conditions that includes written consent by a licensed practitioner and a prior medical sonogram ≥ 18 weeks gestational age.

Maintaining Laboratory Equipment and Supplies

All students are responsible for the safe and sanitary operation of the equipment. Including the following expectations:

1. Transducers are cleaned after every use with an approved disinfectant
2. Transducer cords shall be kept from touching the floor at all times
3. Filters are cleaned on a monthly basis and a record of such will be kept by the program faculty
4. The scanning bed will be wiped down or covered with clean linen after every use
5. Equipment will be turned off when not in use
6. Malfunctions will be reported to the program faculty immediately and a record of such will be kept by the program faculty
7. Students shall notify instructors when supplies become diminished (gloves, gel, drapes, etc.)

Cleaning, Disinfection, and Sterilization of Ultrasound Probes FDA Guidance:

Ultrasound probes in the scan lab on campus, considered non-critical devices, only need to be cleaned and low-level disinfected between patient uses. Probes used in semi-critical applications should be sterilized between uses whenever feasible, but high-level disinfection is minimally acceptable. In addition, the use of a sheath is recommended for every semi-critical use of the probe. Critical devices should be sterilized, and the use of a sterile sheath is recommended. Please note that the use of sheaths does not change the type of processing that is recommended for the transducer. After use, the single-use sheath should be removed and discarded. The probe used in a semi-critical application should be cleaned and sterilized or at least receive high level disinfection after use even if a sheath was used. Probes used for critical applications should be cleaned and sterilized after use even if a sterile sheath was used. Sheaths can fail during use and the level of resulting contamination may not be easily visible.

In addition, there are several special situations:

Endoscopic, rectal, and transvaginal probes should normally be used with a sterile sheath. If these probes are used to assist biopsy procedures, all of the biopsy accessories should be sterile for the

procedure and should be cleaned and re-sterilized after each use. If the transducer probe itself has a built-in channel for the needle guide, that channel could create a risk for contamination of the biopsy needle during use unless the channel is thoroughly cleaned, and the probe is sterilized before use on another patient.

Summary

Adequate probe preparation is mandatory. The level of preparation depends on the type of examination performed. Routine high-level disinfection of internal probes between patients is mandatory, plus the use of a high-quality single-use probe cover during each examination is required to properly protect patients from infection. It would be reassuring for the user to be able to consult manufacturer's instructions, particularly those that have been validated by the manufacturer for sterilizing devices. Preparation of external probes between patients is less critical and reduced to a low-level disinfection process. For all chemical disinfectants, precautions must be taken to protect workers and patients from the toxicity of the disinfectant.

The American Institute of Ultrasound in Medicine (AIUM) does not endorse or promote any specific commercial products. It is the responsibility of each entity to follow the manufacturer's guidelines, law, and regulations.

CLINICAL EDUCATION POLICIES

Student Health & Safety

Physical Examination

All HBS students, including Diagnostic Medical Sonography students, are required to submit a completed Student Health Examination Record form upon acceptance into the Program. Failure to do so will result in a medical hold being placed on the student's record. This action will prevent the student from registering for any classes until the completed form is submitted to the Program Chair. If a student transfers into DMS from another HBS program, he/she must check with the DMS Program Chair to see what additional health information is necessary.

Student Immunization & Health Insurance

All Diagnostic Medical Sonography students are responsible for keeping immunizations up to date. Failure to meet this requirement will result in immediate dismissal from Clinical Externship. Students are solely responsible for any and all medical expenses they incur while in the Program. Students will not be readmitted to Clinical Externship until they have received clearance by the Program Chair and Clinical Coordinator. Any clinical time missed will have to be made up.

Students are required to maintain their own copies of all health insurance information (if they have coverage) and immunization records that are on file in the HBS office. Certain Clinical Affiliates will require documentation of student health status in order to complete the rotation in their facility.

Hepatitis B Vaccination

It is strongly advised that all health care workers, including students, receive the Hepatitis B vaccine. If the student decides that he/she does not want the vaccine, a signed refusal must be on file. Declining recommended immunizations may affect a student's ability to be placed at any given clinical facility.

Student Illness

If a student needs medical attention due to illness or accident during assigned clinical hours, the hospital or other medical facility will provide initial medical care. The student must pay any bills for this treatment.

If a student might have an illness that could jeopardize a patient's health, he or she must be seen by a doctor at the clinical site (or the student's personal physician) immediately for medical clearance (in writing) in order to continue with the clinical rotation at that site. If the student must miss clinical days due to the illness, the Program Chair will determine when the missed time will be made up.

If a student is involved in an accident or incident while performing clinical duties, the student must inform his/her Clinical Instructor of the details **immediately**. The Clinical Instructor or Program Chair must be notified of the situation as soon as possible. A written report of the situation will be made for future reference.

Medical Asepsis

Practicing the principles of medical asepsis is part of being a healthy student and a responsible health care professional. This means the student has the personal responsibility of keeping everything he works with clean. This includes such things as:

- Personal hygiene (including daily washing of body and teeth)
- Wearing a clean uniform and polished, closed toe shoes daily
- Washing of hands between patients
- Changing the linens between patients
- Cleaning the transducer between patients
- Keeping the ultrasound room and equipment clean and neat
- Monitoring supplies (sheets, gloves, etc.) & notifying faculty/clinical staff when supplies run low.

Remember: this is your ultrasound lab, and keeping it clean reflects on your professionalism at the clinical site and during future job employment. This includes the ultrasound lab work stations at the Medford campus as well as at the clinical affiliates.

Informed Consent Policy/Scanning Labs

During any DMS classes throughout the Program, when clinical practice is offered, whether during an open lab to practice or as a requirement for a lab competency test, students utilize their classmates in the DMS Program as “patients” (scanning partners) to practice the objective for the specific assignments &/or clinical competencies. The **Student Consent Form for Scanning Labs** needs to be read and signed before the start of any “hands on” scanning. NO DMS Instructors, any HBS Staff, or HBS students from other Programs will be a substitute for a student who does not want to participate. A copy of this signed form will be kept in the student’s Handbook and in the Program Chair’s office.

Clinical Assignments

The Diagnostic Medical Sonography Program provides clinical education in Sonography to students throughout the Long Island area, utilizing numerous educational centers. The locations of affiliated clinical educational centers range from Manhattan and Brooklyn to the east end of Long Island.

Students are expected to travel long distances to reach some of their assigned clinical educational training destinations throughout their clinical experiences. They must provide their own transportation and be in compliance with their clinical assignment. Work and family responsibilities are **not** considered valid excuses for not attending the hospital or other cooperating medical facility to which they are assigned.

The Program Chair and Clinical Coordinator decide where and at what time each student will be placed at a specific clinical site. Their decision is based on the student's educational needs, the opportunities available at each individual site, and input from each clinical site. The student does **not** make this decision on his/her own; nor should he/she make contact with any clinical affiliate to ask to be assigned there. The decision rests with the Program Director and Clinical Coordinator and they may choose to reassign students for any reason they deem necessary.

Not every clinical site offers sufficient scanning practice in all clinical subject areas. Methods, scanning protocols, and patient population vary from facility to facility. For a more complete, well-rounded clinical education, the Program's policy is that each student will be assigned to various clinical sites during his/her total clinical experience.

Assigned clinical sites are considered permanent unless the site no longer meets the clinical site standards of CAAHEP accreditation or other such compelling reasons that would warrant a re-assignment of the student. Permanent changes in the clinical site assignment are made only by the Program Chair or Clinical Coordinator and done only under extraordinary circumstances. Requests to change the clinical assignment for reasons of convenience, personality conflicts or location will not be considered.

DMS students will receive clinical education and experience in the following areas:

1. Abdomen
2. Superficial Structures
3. Obstetrics
4. Gynecology
5. Echocardiography
6. Doppler

Students will also receive didactic education in acoustic & Doppler physics, pediatric sonography, breast sonography and coursework in vascular sonography. Students may or may not receive direct clinical experience in pediatric sonography examinations (infant heads, baby hips, etc.) or direct experience in scanning the prostate gland depending on the caseload at their clinical site.

Clinical placement is limited. Students are provided with a clinical placement in accordance with the specific Module they are enrolled in. If a student fails a clinical course and has the Program Chair's approval, in writing, to repeat the course, he or she may only repeat it once. A request to repeat the failed clinical course must also be made **in writing** by the student. If the student has lost his/her clinical placement due to failure, s/he will be reassigned a clinical facility with the intent that current students receive priority placement. The repeat clinical student will be given second priority and will be expected to travel to whichever clinical affiliate s/he is assigned to complete his/her clinical training.

Each student and their clinical sites will be provided with a clinical rotation schedule prior to the beginning of each module. The schedule includes the student's name, clinical assignment, designated Clinical Instructor's name & contact information, length of rotation, HBS holidays, and available make-up days.

Any student who does not complete the required clinical hours and/or meet ALL course requirements, will receive a "W" (Withdrawal) from the course. Students who receive a grade of "F" or "W" will be required to retake the course which could extend the length of the program. All repeat hours will count towards computation of a student's maximum time frame. Each student is required to complete the requirements for each clinical category (Abdominal, Obstetrics and Gynecology, and Echocardiography). **No exceptions will be made to this policy.**

Clinical Clearance Criteria

Students are subject to a variety of clinical clearances and drug screenings. Students must at all times remain current on clinical requirements, which may include, but are not limited to immunizations, flu shots, drug screenings, background checks, hospital orientation, and CPR certification through the American Heart Association (AHA). The cost of required tests is the responsibility of the student. Failure to pass background checks or drug screenings may result in dismissal. (See Appendix - Consequences for Non-Compliance of Standards of Conduct).

Students may be required to attend an orientation session at their individual facility which may be scheduled outside of the academic calendar.

Clinical Transfer, Suspension & Dismissal Policy

The Clinical Coordinator, Program Chair and Clinical Instructors have the authority to suspend clinical involvement when a student's behavior in the clinical area is deemed to be unethical, unprofessional, or unsafe for the patient.

Students may be subject to clinical suspension/dismissal for excessive infractions of Program policies and procedures. Students may **not** choose the makeup days in which to make up the clinical days they missed during a suspension. Students may **not** provide input as far as clinical placement and distance from the clinical site. Students will be placed in the appropriate assignment regarding Clinical Instructor and facility availability. If a student fails didactic or clinical courses in the first year, they must obtain permission from the Program Chair in order to reapply to the Program for readmission the following year.

Clinical Responsibilities

Students must become familiar with the policies and procedures of their individual clinical sites. Students must also be familiar with the emergency procedures within their department. Violation of any of the facility's policies may result in *Consequences of Non-Compliance of Standards of Conduct* (See Appendix - Consequences for Non-Compliance of Standards of Conduct).

Students are Responsible to:

1. Assigned clinical instructors and staff sonographers
2. Department supervisors and administrators
3. Clinical site physicians
4. Program Clinical Coordinator
5. Program Chair

General Responsibilities

1. Contributing to the department and hospital in such a way as to promote the highest quality patient care.
2. Obtaining proficiency in all areas of didactic and clinical education.
3. Demonstrating personal conduct indicative of a mature, professional sonographer.

Specific Responsibilities

1. Each student must exhibit a sense of responsibility. It is essential that each student:
 - a. Be on time
 - b. Be dependable
 - c. Accept tasks and responsibilities that are delegated to them

- d. Use clinical and academic time in a positive and constructive manner
- e. Show initiative in the workplace
2. Treat all patients with care, respect and dignity.
3. Handle all equipment with care. If equipment problems arise, this information should be conveyed to the clinical instructor of the affiliate's department and/or to the program faculty as appropriate. Equipment will be maintained with the highest standard of care.
4. Utilize all opportunities to improve as a student sonographer such as: taking initiative to scan, notifying the clinical site of competencies, soliciting constructive feedback, observing other imaging modalities (Interventional, CT, OR, etc.).
5. Perform all duties with care and diligence. The safety of students, staff personnel, and patients shall not be jeopardized by inattention, distraction or negligence.
6. Maintain a high quality of work in both clinical and didactic areas.
7. Abide by accepted national professional norms of technical and ethical standards, oral and written communication, acoustical safety, and patient care.
8. Complete the required competencies and clinical evaluations in a timely manner.

ALL sonograms performed by students must be checked for diagnostic and technical quality by a clinical staff sonographer.

Attendance Philosophy

Repetition of procedures and dealing with patients of various ages, conditions, and ability to cooperate builds confidence and skills necessary to effectively perform as a diagnostic medical sonographer. A minimum of 1,176 clinical hours will be completed prior to graduation to assure adequate preparation to perform as an entry level sonographer upon completion of the program.

Each student is expected to attend class and clinic regularly to achieve the maximum benefit from educational activities. Each student is responsible for all of their missed class work regardless of the reason for absence. The student must be aware that class/lab absences may adversely affect the student's ability to perform successfully in clinic due to the correlation of classroom theory to clinical application of skills. The standards of performance are defined throughout this handbook and in the course syllabi.

Please see Attendance policies in HBS Student Handbook and HBS School Catalog.

Diagnostic Medical Sonography, like other health professions, is different from most service industries in that illness has no concept of time and thus requires round the clock availability of personnel. **Diagnostic imaging also has the potential to affect the well-being of patients since medical diagnosis and treatment often rely on sonographic findings.**

Attendance at clinic internship during regularly scheduled hours is critically important since appropriate supervision of the student to accomplish the learning and performance objectives in accordance with guidelines can be completed only when certain supervisory and teaching personnel are present. Also, a variety of studies are available primarily during regularly scheduled hours. **All instances when a student is not on site during the assigned days and times will be considered an "occurrence" (see below for definition of an occurrence) and must be made up.**

Students cannot miss clinical experiences and or the opportunity to gain the knowledge needed to complete course objectives and requirements. The acquisition of knowledge and skill in Diagnostic Medical Sonography is cumulative both in theory and lab/clinical education; therefore, attendance and participation are expected.

Primary consideration of an employer when deciding on the desirability of a prospective employee is dependability. Therefore, specific attention is given to the punctuality and attendance of students, in both classes and clinic. Dependability in these areas is considered an important part of the program to develop responsible and professional diagnostic imaging professionals.

Clinical Attendance

The following policy will apply to all clinical internship rotations:

Occurrence

Any instance when a student is not present during their assigned clinical days/times. The following instances will be considered an occurrence:

- **Absence:** Failure to report to clinical site for entire day.
- **Tardiness:** Arrival to clinic after the assigned time.
- **Leaving early:** Leaving clinic before designated departure time.

Students are scheduled for clinic in the following courses:

Course #	Course Title	Hrs.
	Module 2	
DMS210	Clinical Externship I	192
	Module 3	
DMS310	Clinical Externship II	192
	Module 4	
DMS410	Clinical Externship III	216
	Module 5	
DMS510	Clinical Externship IV	288
	Module 6	
DMS610	Clinical Externship V	288

Any student who fails to complete 100% of his/her assigned clinical time each semester including required make-up hours for missed time will receive an “F” grade for clinic.

1. If an occurrence is unavoidable, it **MUST** be reported (by phone, email or text) to the **clinical site, Program Chair** and **Clinical Coordinator**, at least one hour prior to the student’s scheduled time.
2. All occurrences not reported to the **clinical site, Program Chair**, and **Clinical Coordinator** at least one hour prior to the time the student is scheduled for clinic may result in a reduction of student’s clinical grade. It is the Program’s expectation that clinical occurrences **DO NOT** happen.

Trajecsys

Clinical Attendance

Clinical attendance is logged and monitored using Trajecsys, a web-based clinical reporting system. Students are required to clock in and out via Trajecsys upon arrival to, and departure from, their clinical site. **Students are also required to clock in and out before and after their lunch break or the break closest to the midpoint of their shift.** A personal device or computer at the clinical site may be used. If using a personal device, **the GPS feature must be enabled and the student may clock in no further than 50 feet from the facility.** The Clinical Coordinator will approve all-time records.

Clinical sessions will start exactly on the assigned hour, and students are expected to be on time. The definition of late is up to the discretion of the Clinical Coordinator but will be no later than 15 minutes after the scheduled shift start time. Excessive tardiness is considered unprofessional conduct and will not be tolerated and may result in the student's termination from the program.

If a student must leave early from their rotation for any reason, they must inform their assigned clinical instructor or supervisor/preceptor **and** either their Program Chair or Clinical Coordinator. Failure to inform one of these individuals will result in the student being penalized for a full day's absence. Repeated infractions of this type are grounds for termination from the Program.

Exceptions

It is a student's responsibility to clock in and out. If a student forgets to clock in or is unable to clock in or out, a time exception may be submitted by the student. Excessive use of "time exceptions" will be investigated by the Clinical Coordinator. In the event of any exceptions (e.g. the Trajecsys attendance logging feature is down), students are required to send a message to the Program Chair and Clinical Coordinator through Trajecsys, notifying them of the issue. The Clinical Coordinator will verify the student's attendance and enter that record on their behalf. If a student does not send the required message at the scheduled time, the exception will be considered a failure to clock in or out.

Outside Clinical Employment

While it is permitted for a sonography student to perform paid outside clinical work while enrolled in the DMS program, it is important to note that those clinical hours cannot be counted towards fulfilling the program's educational clinical requirements.

Failure to Clock In or Out

If a student fails to clock in or out up to three times per quarter, the Clinical Coordinator will verify the student's attendance and enter that record on their behalf. Students who exceed the maximum number of allowed failures will be subject to the Attendance Policy.

Inclement Weather

Students are not required to report to clinic when the Hunter's Campus is CLOSED for inclement weather, however failure to report to clinic when the Hunter's Campus is OPEN will result in an occurrence. When the Campus opening is delayed (ex: opens at 10 a.m.) students are required to report to clinic at that time, and if the Campus closes early for inclement weather, students will be dismissed from clinic at that time.

Evaluation of Professionalism

The student's grade for Professionalism will be significantly impacted by occurrences.

Serious Injury or Illness

If a student has multiple occurrences due to a serious injury or illness, a statement from a healthcare provider verifying that the student can return to clinic will be required. The Clinical Coordinator will determine if the student will be able to meet clinical objectives based on time missed or extent of illness or injury. The student may request a medical withdrawal through the Director of Education.

Attendance Records

Incomplete or falsified attendance records may result in an "F" grade for that semester and possible termination from the program.

Miscellaneous Policies**1. Discretionary Time**

Discretionary Time is NOT allowed. This is defined as any internship time that is a variation of a student's regularly assigned internship schedule. Examples of Discretionary Time not allowed are: "a student wanting to leave internship early or come in early, and clinic instructor or other staff personnel giving student permission to vary internship time other than that which has been assigned.

2. Banking Time

Banking Time is NOT allowed and is defined as follows: When a student chooses to do internship time in advance of an anticipated occurrence.

3. Internship Shift

Internship shifts may vary at the discretion of the clinical site. However, during an internship shift a student must be in attendance at the clinic site for their assigned clinical 4hours.

4. Voluntary Time

Students will NOT be permitted to attend clinic on voluntary time (ex: holidays, winter break, weekends, spring break, etc.).

5. Lunch Breaks

Students will be given a 60-minute lunch break during internship. Lunch schedules will be determined by the clinical instructor or department supervisor on a daily basis.

Clinical Practicum Supervision

The clinical instructors are the primary supervisors of the students at the clinical site and are responsible for ensuring that:

- the request for the examination is in relation to the student's achievement
- the patient's condition is in relation to the student's achievement
- the examination is reviewed and evaluated before the patient leaves the facility

Students may scan with any sonographer in the department. However, clinical competency evaluations must be performed under the direct supervision of a credentialed sonographer in the specialty area that is being evaluated.

Daily Logs

Students are required to log exams into Trajecsys on a daily basis. The daily log report should demonstrate a variety of exams and procedures. In addition to a variety of exams, the logs must reflect a progression in participation levels (observed, assisted and performed). Students' logs will be reviewed by the Clinical Coordinator on a weekly basis. **Additionally, prior to completing a competency, the student needs to have logged a minimum of two cases for the competency he/she wishes to complete.**

Student Performance Evaluations

Student Performance Evaluations will be done twice during a student's clinical rotation, halfway through the rotation and at the completion of the rotation. The evaluation will be completed by the student's Clinical Instructor. The purpose of the evaluation is to identify the student's strengths and weaknesses. If weaknesses are identified, the Clinical Coordinator will address them. The Clinical Instructor is responsible for completing the evaluation in Trajecsys. It is the responsibility of the student to ensure that the form is completed on time. The student may view the form on Trajecsys after it is completed.

Clinical Competencies

All students must complete a required number of competencies per Module. Clinical competencies required to be completed are listed on Trajecsys and must be filled out by the Clinical Instructor. The sonographer who is performing the evaluation for the competency **must be registered in the specialty that the student is comping in.** For example, a liver competency must be filled out by a sonographer who is registered in Abdomen (RDMS), whereas an echo competency must be filled out by a sonographer who is registered in Echocardiography (RDCS). Clinical competencies must be submitted within a week of completion. Example, if a clinical competency is completed on January 1, it may not be submitted after January 8th. Completed competencies submitted after the one-week due date will not be accepted.

Dismissal from Clinic

If a student is dismissed from clinic by the clinical instructor and/or staff, the Program Chair must be contacted immediately! A reason for the dismissal must be documented and the student's clinical grade shall be affected adversely. If a student leaves clinic early due to any reason, the Program Chair and Clinical Coordinator **must** be contacted as stated above in item #1 under "Clinical Attendance."

- If a student is removed from a clinical site by the program faculty, it is the responsibility of the program to obtain an alternate clinical site for the student.
- If removal of a student is requested by the clinical site for any reason that the site feels would jeopardize patient care or interferes with harmonious department operations, the student will be removed from the clinical site.
- The program is not under any obligation to obtain an alternate clinical site for any student whose behavior does not conform to the program and/or clinical site policies and procedures.
- Involuntary removal from a clinical site will result in a failing grade for the clinical internship.

Right To Appeal

If a student is dismissed from a clinical affiliate for disciplinary reasons, the student may appeal the decision through the Program Chair. The Program Chair will investigate the matter on the student's behalf. However, the affiliate shall have priority in determining if a student is permitted to return to the clinical portion of the program at that institution.

Correlation of Clinical & Didactic Education

The clinical experience is correlated with didactic instruction. Each student will rotate through several clinical facilities over the course of the program. Students are assigned to a technologist on a rotating basis.

The students' psychomotor skills are evaluated by their performance in both clinical and laboratory experiences, including practice exams, competencies, and simulations.

The students' cognitive skills are evaluated in the classroom through exams, projects, and written and oral reports. Clinical education incorporates all concepts taught in theory in the classroom. It is imperative that the knowledge and skills acquired in the classroom are reinforced and applied in the clinical setting. The Clinical Coordinator supervises and assesses students on their ability to correlate clinical and didactic education. Clinical instructors, who are staff technologists, also play a critical role in providing feedback on students' progress.

Clinical Grading

Clinic grades are computed using the following assessments dependent upon semester:

1. Affective and Technical Skills Evaluation
2. Evaluation of Professionalism
3. Clinic Positioning Objective Evaluation
4. Clinical Assignments
5. Mid-Point and End-Point Evaluations

Clinical Competency Requirements

Clinical Grading Scale

A – 100-90	F – Failing below 69
B – 89-80	I – Incomplete
C – 79-70	W – Withdrew

Competency Grading

Students are required to successfully achieve a minimum number of competency exams each semester as outlined below in the Clinical Competency Timetable. The minimum score for passing a competency exam is 85%. Students that fail to meet the required number of competencies as listed in the Clinical Competency Timetable will receive an “F” grade for the clinical course due to inability to meet course objectives. A maximum number of competencies has been established for each semester.

Workplace Hazards/Injury/Illness

Any student that has experienced an injury and/or illness while attending clinic must have documentation by the clinical facility submitted to the program. The program must be notified in a timely manner of the incident. If the injury and/or illness warrants medical attention, the student must follow the procedures of the clinical facility and submit documentation of treatment to the program.

The clinical facilities follow procedures in accordance with the Occupational Safety and Health Administration (OSHA). Each facility maintains protocols to follow for the health and safety of

staff and students.

Any student who is ill or potentially infectious should take into consideration the implications of being in contact with patients, especially those who are immuno-compromised.

Communicable Diseases

The program will follow the policy for Communicable Diseases, as well as, any policies set forth by the clinical facilities in regard to students with communicable diseases.

Nosocomial

If a student believes he/she came in contact with a patient who may have has a contagious disease the following procedure should be followed:

- Immediately report the matter to the Chief Technologist or Department Director
- Report to Health Service for medical examination and testing if necessary
- Report the matter to the Program Chair
- Follow up may be required by Health Services

Non-nosocomial

If a student believes he/she came in contact with any contagious disease outside the hospital environment, the following procedure should be followed:

- Report the matter to the Program Chair
- Consult with the physician of their choice
- If necessary, contact the Department of Health
- Report for medical clearance and testing to Health Services

Standard Precautions

Occupational exposure to blood borne and other pathogens are possible in the healthcare facilities. Standard Precautions are designed to reduce the risk of transmission of pathogens in healthcare institutions. Use Standard Precautions for the care of all patients.

Standard Precautions apply to:

1. blood
2. all body fluids
3. secretions and excretions
4. nonintact skin
5. mucous membranes

The following guidelines will reduce transmission of microorganisms:

1. Handwashing
 - a. Wash hands before and after touching blood, body fluids, secretions, excretions and contaminated items, whether or not gloves are worn.
 - b. Wash hands immediately after gloves are removed, between patient contacts, and when otherwise indicated to avoid transfer of microorganisms to other patients or environments.
2. Gloves
 - a. Wear gloves when touching blood, body fluids, secretions, excretions and contaminated items.
 - b. Put on clean gloves just before touching mucous membranes and nonintact skin.

- c. Change gloves between tasks and procedures on the same patient after contact with material that may contain a high concentration of microorganisms.
 - d. Remove gloves promptly after use, before touching non-contaminated items and environmental surfaces and before touching another patient.
 - e. Wash hands immediately after use.
3. Face Protection
 - a. Use face protection during procedures when splashes or sprays of bodily fluids is probable.
 4. Gown
 - a. Wear a gown to protect skin and clothing when soiling is probable.
 - b. Remove gowns promptly after use.
 5. Patient Care Equipment
 - a. Handle used equipment in a manner that reduces transfer of microorganisms.
 - b. Reusable equipment is to be cleaned and reprocessed appropriately.
 - c. Discard single-use items promptly.
 6. Environmental Control
 - a. Adequately clean routine patient care areas with the appropriate solutions provided by the facility.
 7. Linen
 - a. Handle soiled linen in a manner that reduces the transfer of microorganisms to other areas and non-contaminated items.
 8. Occupational Health and Blood Borne Pathogens
 - a. Handle sharp instruments with care to prevent accidental sticks.
 - b. Never recap used needles.
 - c. Do not remove needles from disposable syringes by hand.
 - d. Place used sharps in the appropriate puncture-resistant biohazard containers.
 - e. Use mouthpieces, resuscitation bags or other ventilation devices as an alternative to mouth-to-mouth resuscitation.

Clinical Orientation Requirements

The following criteria are part of the orientation requirements that must be completed prior to attending and/or continuing clinical internship:

1. BLS
2. Health History
3. Documented Immunizations
4. Criminal Background
5. Drug Screening
6. Technical Standards Verification
7. Hospital Orientation
8. Checklist of Radiation Safety Devices (first week of clinical orientation)

The program Clinical Coordinator will verify the student's completion of the aforementioned requirements. Students will not be eligible for clinic, or permitted to continue, until all requirements are met.

Rotation Guidelines

The practice of Diagnostic Imaging contains a wide variety of elements; therefore, learning the art and science of the profession at the actual working level requires significant demonstration, discussion, and more supervised clinical experience than most Allied Health Professions. Although rotation through the program's clinical affiliates may, at times, be difficult due to geographic location and personal obligations, the necessary experiences gained through site diversity outweighs the possible inconveniences. Transportation to clinical affiliates is the student's responsibility.

DMS students will rotate to a minimum of five clinical sites throughout the program. Clinical learning is offered in a variety of settings from hospital, imaging centers, urgent care and relevant outpatient medical facilities such as busy orthopedic practices. This diversity of clinical affiliates will provide students with the necessary options to satisfy our goal of fairness and equity in the distribution of clinical experiences while ensuring equitable learning opportunities and the ability for our students to fulfill all their required competencies.

Clinical placement will not be a "random" process. Students will be placed in clinical sites that will not only give them foundational skills but also strengthen and advance their skills in a progressive manner throughout the sequence of clinical experiences. The specific sequence of clinical experiences that is individually selected for each student will be arrived at in a very thoughtful and deliberate manner collaboratively by the Program Chair and Clinical Coordinator. Knowledge of the dynamics, pace, and volume/diversity of images done at each site will allow us to hand-pick the best next clinical placement as students proceed through their program. If it is noted that a student needs to do more of a particular type of exam, for example, this will be factored in to the decision about where to send him or her next. Each student's clinical experience will be structured to assure it is balanced and equitable. Students will also be reminded and assisted by the faculty to take full advantage at the site that they are at. It is our goal to make each student clinical rotation a valuable training experience.

During the course of the program, students may be reassigned to a different clinical rotation in order to provide an equitable learning experience.

Students reentering the program due to withdrawal or failure of previous courses will be placed in a clinical facility at the discretion of the program. The student must repeat the clinical course of the semester in which they are returning, regardless of previous grade earned. The student will be placed according to space availability and equitable educational experience for all students concerned.

Uniforms

Professionalism includes personal appearance and therefore the following policy has been established:

Uniforms will be navy blue scrubs, shoes black or white closed toe and closed heel. Uniforms are to be clean and pressed. Undergarments should not be visible in any manner.

1. Shoulder length hair must be tied back; beards and moustaches must be clean and neatly trimmed.
2. Extremes in hairstyles and/or color (pink, purple, green, etc.) and adornments (beads, sequins, etc.) are prohibited.

3. Jewelry must be minimal, earrings should not dangle and are limited to 2 piercings per ear; limited to one ring per hand.
4. In consideration of the patient, colognes, perfumes and after-shave lotions should not be used.
5. Body piercings not commonly seen in a professional environment (example: nose, tongue, lip, eyebrow), will not be allowed during internship. Large holes/spacers in the ear are not permitted.
6. Nails will be kept short (1/4") and well maintained; no chipped polish; single color. Artificial nails are prohibited for infection control and safety reasons.
7. Body tattoos must be covered.
8. Radiation monitoring devices and identification must be worn at all times.

Violation of the personal appearance parameters stated above will result in dismissal from clinic until the student corrects the deficiency. Time missed from clinic will be considered an occurrence and adversely affect the student's clinical grade.

Major Incidences/Infractions

An "F" grade may be given for clinical courses if an infraction is severe enough to warrant that the patient's safety is in jeopardy or the student blatantly disregarded program policies.

The following infractions will impact clinical grading:

1. Disregard of personal appearance policy
2. Failure to accurately document clinical attendance
3. Leaving assigned area without permission
4. Failure to give notice of absence
5. Disregard of clinical supervision policies
6. Breach of confidentiality
7. Breach of professional ethics/behavior
8. Disregard of safety/fire and smoking regulations
9. Refusal to carry out assignment
10. Disregard of safety policies
11. Disregard of Standard Precautions
12. Violation of JRC-DMS STANDARDS

The following infractions **may** result in dismissal from the program:

1. Dishonesty
2. Falsifying, altering records
3. Academic dishonesty
4. Fraudulent statements
5. Unauthorized release of confidential information
6. Second violation of JRC-DMS STANDARDS

The following **will** result in dismissal from the program:

1. Clinical failure
2. Academic failure
3. Severe disciplinary problems
4. Multiple infractions (cumulative or within the same incident)
5. Blatant disregard of program policies

6. Endangering the welfare of others
7. Unauthorized use or removal / theft of property belonging to clinical sites / school
8. Possession or under the influence of alcohol or drugs
9. Fighting, assault, intent to harm

This list of infractions is not all inclusive. Any infractions or problems that arise that are not listed will be evaluated on a case by case basis by the program faculty. Effects on clinical grading will be based on the severity of the infraction.

Chemical Impairment

Hunter Business School is a drug/alcohol free environment (see student handbook). Any student suspected of being under the influence of drugs/alcohol during classroom/lab activities or at a clinical site will not be permitted to participate in the scheduled activity.

The Diagnostic Medical Sonography faculty requires that students provide safe, effective, and supportive patient care. To fulfill this purpose, students must be free of chemical impairment during participation in any part of the Diagnostic Medical Sonography program including classroom, laboratory, and clinical settings.

The Diagnostic Medical Sonography program defines the chemically impaired student as a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs or prescribed medications.

This health problem must be proactively addressed when identified within the DMS student population. The Diagnostic Medical Sonography faculty will intervene with the chemically impaired student as outlined in the procedure as follows:

1. Remove the student to a private area. Discuss the sign(s) and/or behavior(s) observed and allow the student to provide an explanation. When impairment signs/behaviors are observed during a clinical/lab/classroom session, the student is removed from the area and relieved of further Diagnostic Medical Sonography responsibilities. The student is instructed to arrange for transportation home. College policy, as well as, the policies of the affiliating institutions will be considered.
2. A report of observed student behavior is prepared by the involved faculty member and is submitted to the Diagnostic Medical Sonography Program Chair. Documentation listing the behaviors observed will be provided to the student.
3. A group conference will be convened. The conference group consists of the involved student and faculty member, the clinical coordinator, and the Diagnostic Medical Sonography Program Chair. Disciplinary actions resulting from the clinical impairment will be addressed.
4. If it is determined that the student is in violation of this policy, dismissal from the program may occur.

Reinstatement Policy

Please refer to Hunter Business School Student Handbook (page 18)

Responsibilities, Rights and Conduct

As members of the school community, all students have certain responsibilities, rights, and standards of conduct that must be met while on campus and at the clinical affiliate; these, along with the mechanism for student grievances are outlined in the Hunter Business School Student Handbook.

Weather: Inclement

When Hunter's Campus is closed or delayed for inclement weather, student clinic is affected the same as the school's schedule. For example, if the school is closed for the entire day, students need not report to the clinic for that entire day. If school is delayed, students need not report to clinic until the school opens. Missed clinical time due to school closing or delay does not affect the student's grade. For notifications of school closings and delays, please refer to Hunter's website and/or Facebook.

Cell Phone and Electronic Device Policy

This policy is implemented in order to maintain a productive, safe learning environment and applies to both incoming and outgoing cellular calls. Cell phones and electronic devices shall be turned off or set to silent or vibrate mode during classes, conferences, and in other campus locations where their use would cause a distraction to the learning environment. Cell phone and electronic device use is prohibited during all testing and assessment activities. The school strictly prohibits the use of camera phones and other recording devices in any manner which violates or compromise norms of personal conduct or the expectation of privacy that individuals have a reasonable right to expect.

Social Networking Policy

Social networking/social media includes, but is not limited to, networking sites such as Facebook, LinkedIn, Twitter, Instagram, etc. Students are prohibited from accessing social networking sites while using hospital owned/leased electronic equipment, and are prohibited from accessing social networking sites while on clinic time, including accessing through personal cell phones or personal electronic media devices. Students are prohibited from using personal electronic media devices while on clinic time to conduct personal social networking activities. Personal cell phones and personal electronic media devices may only be used for the purpose of completing clinical requirements, or in designated areas during break times. Students are prohibited from taking pictures on any of the hospital campuses. Students are prohibited from posting any photographs online.

APPENDIX



Appendix A: Pregnancy Policy Risk Awareness Discussion Addendum

I am a pregnant student in the Hunter Business School DMS Program that has voluntarily disclosed her status. I am electing to continue in the DMS Program. I am aware of the above-defined Pregnancy Policy and I verify that the Program Chair and my own health care providers have discussed with me any potential risks, the steps that might be available to minimize or eliminate the risks, and the advisability of continuing or suspending participation in the Program. I confirm these discussions have occurred and that I am fully aware of the risks and knowingly assume the risks of continuing with the DMS Program while pregnant.

Student Name: _____ Class of: _____

Student Signature: _____ Date: _____

Student's Estimated Due Date: _____

Program Chair Signature: _____

Clinical Coordinator Signature (Witness): _____



Appendix B: DMS Program Technical Standards

This policy outlines the technical standards that each applicant/student must be able to accomplish.

These program technical standards have been developed to help students understand the non-academic standards, skills, and performance requirements expected of a student to complete this curriculum.

Each Diagnostic Medical Sonography student must be able to:

1. Work in a fast-paced, high pressure health care environment.
2. Communicate using the English language clearly and concisely to faculty members, fellow students, staff, healthcare professionals, and patients using a verbal and written format.
3. Read, comprehend, and follow verbal or written instructions.
4. Have a full range of motion of upper and lower extremities including the utility of arms, hands, and fingers to perform examinations and operate equipment.
5. Demonstrate sufficient bimanual dexterity and eye-hand coordination to hold a transducer and scan with one hand while operating the controls of the ultrasound machine with the other hand, all while looking at the ultrasound monitor.
6. Push a standard wheelchair from the waiting area or patient's room to the ultrasound room.
7. Move immobile patients from a stretcher to a sonography table with assistance from department personnel.
8. Lift a minimum of fifty (50) pounds of weight and reach up to six feet off the floor.
9. Stand on one's feet for at least 80% of the day.
10. Bend, stoop, crouch, and kneel for a moderate amount of time.
11. Utilize a keyboard for inputting clinical data into consoles, computers, and charts.
12. Visually monitor patients and review images in dimmed light.
13. Distinguish audible sounds within normal limits (aided or unaided).
14. Accurately read & discern controls and information displayed on an ultrasound monitor or keyboard.
15. A. Distinguish small differences between varying shades of gray.
B. Discern and identify colors, including (but not limited to) red, yellow, blue, and green (and shades thereof). **
The absence of color blindness is required. **
16. Ability to calmly and politely cope in stressful or emergency situations, and recognize conditions that may pose an immediate threat to health or life.
17. Be honest, compassionate, ethical, and responsible.
18. Safeguard and preserve the confidentiality of patient information in accordance with HIPAA and department policy.
19. Personally organize and perform work demands within the ultrasound department.
20. Push and maneuver full-sized ultrasound equipment (500 pounds; on wheels) to any necessary destinations within the department or hospital.

This document is intended to serve as a guide regarding the physical, emotional, intellectual, and psychosocial expectations placed on a student. This document cannot include every conceivable action, task, ability, or behavior that may be expected of a student. Meeting these technical standards does not guarantee employment in this field upon graduation. The ability to meet the program's technical standards does not guarantee a student's eligibility for any certification exam or successful completion of the DMS program.



Appendix C: Student Consent Form for Scanning Labs

AIUM Statement on Clinical Safety

Diagnostic ultrasound has been in use since the late 1950s. Given its known benefits and recognized efficacy for medical diagnosis, including use during human pregnancy, the American Institute of Ultrasound in Medicine (AIUM) herein addresses the clinical safety of such use:

No confirmed biological effects on patients or instrument operators caused by exposure at intensities typical of present diagnostic instruments have been reported. Although the possibility exists that such biological effects may be identified in the future, current data indicates that the benefits to patients of the prudent use of diagnostic ultrasound outweigh the risks, if any, that may be present.

AIUM Safety Statement for Training and Research

Diagnostic ultrasound has been in use since the late 1950s. No confirmed adverse biologic effects on patients or instrument operators caused by exposure at intensities and exposure conditions typical of present diagnostic instruments and examination practices have ever been reported. Experiences from normal diagnostic practices may or may not be relevant to extended exposure times and altered exposure conditions. At this time, no hazard has been identified that would preclude the prudent and conservative use of diagnostic ultrasound in education and research.

As Low As Reasonably Achievable (ALARA) Principle

The potential benefits and risks of each examination should be considered. The ALARA (As Low As Reasonably Achievable) Principle should be observed when adjusting controls that affect the acoustical output and by considering transducer dwell times. Further details on ALARA may be found in the AIUM publication "Medical Ultrasound Safety."

Informed Consent Policy for Scanning in Lab

I understand that during any DMS classes throughout the Program, when scanning opportunities are offered, whether during an open lab to practice or as a requirement for a competency test, students utilize their DMS classmates as "patients" (scanning partners) to practice the objective for the specific assignments and/or laboratory competencies. **No DMS Instructors, HBS Staff, HBS students from other programs, family members, or anyone else can be used as a substitute patient model.**

I have read and understand the AIUM Safety Statements and the Informed Consent Policy. I agree to these policies and understand that it is mandatory to participate in the "hands on" scanning component of the DMS Program.

Student (Print) Name: _____

Student Signature: _____ **Date:** _____

Appendix D: DMS Student Clinical Shift Acknowledgement

Please read, sign and date acknowledging that you understand and agree to the following:

The DMS Program is comprised of extensive course work in the areas of abdominal sonography, OB/GYN sonography, sonography of superficial structures (e.g. thyroid, breast, testicular, etc.), vascular sonography, pediatric sonography and cardiac sonography (echocardiography).

To supplement and enhance your classroom and lab work, a substantial portion of the Program is also devoted to rotations at various Clinical Affiliates (which could be in Nassau, Suffolk, Queens, Brooklyn, the Bronx and Manhattan) for a range of scanning opportunities and experiences. Our program has clinical affiliate agreements multiple different quality sites that provide opportunities to develop your scanning skills and fully integrate didactic knowledge with direct “hands-on” clinical experience.

During your time in the program you will be sent to at least 5 different clinical sites that may include, but not be limited to, hospitals, medical offices, specialty and various mobile practices. A big part of this aspect of your training is for you to have an ongoing real-world experience of working regular shifts in different clinical sonographic environments.

At each site you will be working under the supervision of a designated Clinical Instructor who is employed at that site. For all intents and purposes, during your time at each clinical site, you will be viewed as similar to an employee and, as such, expected to follow all of that site’s policies and procedures.

Because of differences in the nature of and way hospitals, medical and mobile offices operate, their hours of operations and how they define a daily working **‘shift’** may also vary. For example, some sites **require** that a sonographer’s shift be 8 hours per day including lunch, while others may require 6 hours per day. At least one clinical site’s schedule requires late evenings and/or Saturday.

The general schedule of clinical hours per week that you will be given at the beginning of each module may vary per week, plus or minus a few hours for each person, based on the clinical site you will be attending. But, by the end of the module, if you have attended all your clinical days assigned, you will have met the minimum clinical hours necessary and probably will have put in a few more hours.

Whatever site accepts you into their workplace for your clinical rotations, you will be required to work their required hours for your shift, and no less. For those highly motivated individuals who want to put in additional hours of practice, and are allowed to do so by the site, all hours above and beyond the required minimum will appear on your transcript as additional hours of clinical scanning and can only benefit you in your eventual job search.

Student Name: _____

Student Signature: _____

Date: _____

Appendix E: DMS Program Confidentiality Agreement

I, _____, fully understand that I am not to discuss, disclose, or provide any confidential information regarding patients that are seen at my Externship Site. This includes not sharing any confidential patient information electronically or via social media (e.g. – Facebook, Twitter, texting, etc.), as well.

Confidential information includes, but is not limited to:

- Verbal information, such as telephone inquiries and family or friend inquiries.
- Written information, such as information found in a patient’s chart and examination reports
- Electronic information

Student Name

Signature

Date

Witness

Date

Appendix F: Acknowledgement of DMS Program Student Handbook

This handbook contains important information and guidelines with which all students must become familiar. Students are responsible for reading, understanding and following all policies and procedures printed in the handbook.

Application of these policies and procedures will not be waived because of negligence or other contradictory information received from other sources. The information and guidelines found in this handbook are in addition to those found in the School Catalogue or General Hunter Business School Student Handbook. Students must be aware that entry into the Diagnostic Medical Sonography Program establishes a contract governed by the policy and procedures discussed in this handbook.

I, _____, confirm that I have received and reviewed a copy of the Diagnostic Medical Sonography (DMS) Program Student Handbook and I am aware of my responsibilities. I am therefore accountable for its content.

By signing below, I fully accept the following:

1. I agree to follow and abide by all the regulations, policies and procedures contained in the DMS Student Handbook.
2. I understand that the DMS Student Handbook discuss student rights and the grievance procedure.
3. I am bound by the content of the DMS Student Handbook and any amendments or revisions published and circulated by the School.
4. The School reserves the right to change any of the policies contained in the DMS Student Handbook with or without prior notice to the students. The student agrees to adhere to any changes in policy as they are given to them.

Nothing in this handbook shall be interpreted to limit Hunter Business School's rights and duties under the laws of the State of New York

Print Name

Student Signature

Date



Accredited by the:

Commission on Accreditation of Allied Health Education Programs
(CAAHEP)

9355 113th Street North, Suite 7709

Seminole, Florida 33775

(727.210.2350)

<https://www.caahep.org/>

Joint Review Committee on Education in Diagnostic Medical Sonography
(JRC-DMS)

<https://www.jrcdms.org/>