Bachelor of Science in Nursing Programs:

Bachelor of Science in Nursing
- LPN Admission Option
- High School Senior Early Admission Option
- RN to BSN

Associate Degree of Applied Science Programs:

Cardiovascular Technology
- Invasive Cardiovascular
- Non-Invasive Vascular
- Cardiac Electrophysiology
- Adult Echocardiography

Surgical Technology

Continuing Education Courses:

Care Partner
Monitor Surveillance
Central Sterile Supply Technician

sentara.edu
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INTRODUCTION

Students who graduate from our healthcare and health technology Programs/Continuing Education Courses feel confident and competent in the performance of skills, and pride in the quality of care they are able to give clients. They believe they will make a difference in the lives they will touch, and they trust that they will continue to grow as they advance in clinical experience.

Choosing a college can be the most important decision a student will ever make. What a student learns in the classroom and experiences in clinical settings can determine future career opportunities. These are the primary reasons for considering Sentara College of Health Sciences (SCOHS). Through instruction by superb faculty and exceptional hands-on clinical experiences, each student receives the knowledge and skills necessary to lay a solid foundation for employment and growth in his or her chosen field of study.

Rich in History and Experience – Sentara College of Health Sciences originated with a Nursing Program over 100 years ago; it was Norfolk’s first Nursing Program. Created in 1892 by the 24-bed “Retreat for the Sick,” the two-year Program was originally taught by physicians. The training was free, but the students had to supply their own books and uniforms. Educational opportunities continued to grow over the years as the “Retreat for the Sick” underwent changes to eventually become Sentara Norfolk General Hospital. Changes brought about the need for additional healthcare technology Programs and Continuing Education Courses. A Surgical Technology Program began in the early 1950s in response to the need for qualified individuals to work in the hospital’s operating rooms. The Cardiovascular Technology Program admitted its first class in 1982 in response to the need for qualified individuals to work in Sentara Norfolk General Hospital’s cardiac catheterization, cardiac ultrasound, and vascular ultrasound labs. The Monitor Surveillance Technician Course began in 1987 to prepare qualified technicians to observe patient telemetry monitors, interpret basic cardiac rhythms, and report findings to the nurse and/or physician. In 1992 these Programs and Courses merged to form Sentara School of Health Professions. The Care Partner Course was added in 1994 in response to the need for consistent and formal training for multi-skilled patient caregivers in Sentara acute care hospitals. The Central Sterile Supply Technician course began in 2012 in response to the need for certified individuals in sterile processing departments.

In 2009, Sentara School of Health Professions became Sentara College of Health Sciences after converting the diploma nursing program to a Bachelor of Science in Nursing Degree for students, including RNs, seeking a bachelor’s degree. Additionally, in 2010, the Cardiovascular Technology Program became an Associate of Occupational Science Degree and added a new specialty, Cardiac Electrophysiology. The Surgical Technology Program became an Associate of Occupational Science Degree program in January 2013. As of June 2015, both the Cardiovascular Technology and Surgical Technology Programs are awarding Associate of Applied Science Degrees.

Today the Sentara College of Health Sciences has a faculty of 40 and an annual student body of approximately 450 men and women. Most graduates go on to become members of the highly motivated and progressive Sentara staff. As such, they have access to the broadest range of professional opportunities available.

Rich in Leisure Activities – It is important for students to balance their studies with a healthy mix of relaxation and recreation. Bounded by the Atlantic Ocean, the Chesapeake Bay, and crossed by many rivers, Hampton Roads is a prime area for water sports, such as fishing, surfing, and water skiing. There are even more activities on land. A favorite spot for bicycles, runners, and hikers is Seashore State Park, a 2,000-acre forest close to the bay and ocean. City parks, recreation centers, and private clubs offer

SCOHS 2015–2016 Catalog
facilities for court and team sports. In addition, Hampton Roads offers a wide range of cultural arts, such as opera, stage theaters, symphonies, museums, and historical tours.

**Rich in Opportunities** – Like the area it calls home, the Sentara College of Health Sciences offers its students a broad range of experiences and opportunities. The College is a part of Sentara Healthcare, a not-for-profit healthcare organization of multiple hospitals, long-term care facilities, and ambulatory care facilities committed to bringing the best in healthcare to Virginia and northeastern North Carolina. Sentara Norfolk General Hospital, a 555-bed acute care hospital, serves as a primary teaching facility for the Eastern Virginia Medical School and has earned international recognition for its medical firsts, such as the conception and birth of the nation’s first in-vitro baby and the use of revolutionary procedures in reconstructive surgery. Sentara Norfolk General Hospital is also regionally and nationally known for many of its highly specialized services, such as cardiac, cancer, high-risk pregnancy center, trauma services, transplant, and microsurgery. The hospital is recognized as the area’s only Level I Trauma Center.

In addition to Sentara Norfolk General Hospital, students at the Sentara College of Health Sciences use hospital units and facilities throughout Sentara Healthcare for clinical experiences. Other Sentara acute care hospitals include Sentara Virginia Beach General Hospital, Sentara Bayside Hospital, Sentara Heart Hospital, Sentara Leigh Hospital, Sentara CarePlex Hospital, Sentara Williamsburg Regional Medical Center, Sentara Obici Hospital, Martha Jefferson Hospital, Sentara Rockingham Memorial Hospital, Sentara Northern Regional Medical Center, Halifax Regional Hospital, and Sentara Albemarle Medical Center.

Other Sentara facilities include outpatient and diagnostic centers, physician practices, urgent care centers, nursing and assisted living centers, adult day care centers, and a home healthcare agency. Professional partnerships or affiliations exist with other healthcare organizations, such as Children’s Hospital of the King’s Daughters and Virginia Beach Psychiatric Center. This wide diversity provides students with excellent clinical opportunities. These facilities also employ graduates of Sentara College of Health Sciences—graduates who are prepared with insight and sensitivity that set them apart from all others.
NON-DISCRIMINATION DISCLOSURE

Sentara College of Health Sciences does not discriminate against employees, students, or applicants on the basis of race, color, gender, gender identity, sexual orientation, sex discrimination, disability, age, veteran status, ethnicity, national origin, religion, or political affiliation in accordance with the requirements of Title VI of the Civil Rights Act, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable rules and regulations. Any questions concerning any of these regulations should be directed to:

David Kidd, BS, BFA
Human Resources Manager
Title IX Coordinator
Sentara CarePlex Hospital
4000 Coliseum Dr, Suite 405
Hampton, VA 23666
Phone: (757) 827-2303

Catalog Policy/Rights Reserved

The catalog for the term in which a student enters Sentara College of Health Sciences is the governing document for requirements for graduation. However, if the application of regulations in a later catalog would be to the student’s advantage, such regulations may be applied at the discretion of the Dean of the Program or the Program Director.

If a student leaves Sentara College of Health Sciences and is subsequently readmitted, the governing catalog for the student will be that for the term of re-enrollment. All College publications contain current pertinent information.

Information in this catalog is subject to change without notice and does not constitute a contract between Sentara College of Health Sciences and a student or applicant. While every effort is made to ensure the accuracy of published information, the College reserves the right to make necessary changes in any or all of the regulatory policies and procedures, requirements, personnel, curriculum offerings, general information, and tuition and fees contained herein, and to apply revisions to current and new students alike.

Sentara College of Health Sciences reserves the right to deny admission to any applicant when it is determined to be in the best interest of the College. Applicants and prospective applicants must demonstrate appropriate, responsible, respectful, and professional behavior/conduct throughout the entire admissions process and in all interactions and communications with the College. The College reserves the right to deny admission or rescind acceptance to anyone who does not conduct themselves in this manner.

No academic information, grade reports, transcripts, or diplomas will be issued for any student who has not met their responsibilities and financial obligations to the College prior to graduation date.
ACCREDITATIONS AND MEMBERSHIPS

SENTARA HOSPITALS

Accredited by: Det Norske Veritas Healthcare, Inc.
400 Ravello Dr.
Katy, TX 77449
(281)396-1000

SENTARA COLLEGE OF HEALTH SCIENCES

Accredited by: Accrediting Council for Independent Colleges and Schools (ACICS)
750 North St. NE, Suite 980
Washington, D.C. 20002-4241, (202) 336-6780

Accredited by the Accrediting Council for Independent Colleges and Schools to award a Bachelor of Science Degree in Nursing, an Associate of Applied Science Degree in Cardiovascular Technology, and an Associate of Applied Science Degree in Surgical Technology.

ACICS is listed as a national accrediting agency and is recognized by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). All accrediting agencies recognized by USDE are deemed to be reliable authorities on institutional quality and integrity. The USDE makes no distinction between national or regional accreditors regarding their reliability in ensuring institutional quality. Additional information can be found by visiting ACICS at www.acics.org; click on “students” and “transfer of credit.”

Certified by: State Council of Higher Education for Virginia (SCHEV)
101 N. 14th St.
James Monroe Building
Richmond, VA 23219
(804) 225-2600

CARDIOVASCULAR TECHNOLOGY PROGRAM
All invasive and non-invasive programs are accredited by:

Programmatic Accreditation: The Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park St.
Clearwater, FL 33756
(727) 210-2350

NURSING PROGRAM

Approved by: The Virginia Board of Nursing
9960 Mayland Dr.
Suite 300, Perimeter Center
Henrico, VA 23233-1463
(804) 367-4515
Programmatic Accreditation: Commission on Collegiate Nursing Education
American Association of Colleges of Nursing
One Dupont Circle, NW Suite 530
Washington, D.C. 20036
Phone: (202) 463-6930
Fax: (202) 887-6791

Institutional Member of: The National League for Nursing
61 Broadway, 33rd Floor
New York, NY 10006
(800) 669-1656
Member# 253115

Institutional Member of: National Student Nurses’ Association, Inc.
45 Main Street, Suite 606
Brooklyn, NY 11201
(718) 210-0705

The Bachelor’s Program in Nursing is based upon professional nursing standards and guidelines as set forth by the Virginia Board of Nursing, the Commission on Collegiate Nursing Education (CCNE), and The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). Graduates with a Bachelor of Science in Nursing degree from a CCNE-accredited program are eligible applicants for graduate nursing programs.

SURGICAL TECHNOLOGY PROGRAM

Programmatic Accreditation: The Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park Street
Clearwater, FL 33756
(727) 210-2350
MISSION

Sentara College of Health Sciences is owned and operated by Sentara Norfolk General Hospital, which is owned and operated by Sentara Healthcare, a not-for-profit integrated healthcare system located in Norfolk, Virginia. Sentara facilities are located in the Hampton Roads region of Virginia, in central Virginia, in northern Virginia, and in northern North Carolina. The College is located in Chesapeake, Virginia.

Sentara Healthcare Mission Statement
“We improve health every day.”

Sentara Healthcare Vision Statement:
“We be the healthcare choice of the communities we serve.”

Strategic Imperatives:
1. Always improving
2. Caring for defined populations
3. Creating growth

Sentara College of Health Sciences Mission, Vision, and Goals

The Mission of the College is:
Sentara College of Health Sciences is the higher education, private not-for-profit educational division of Sentara Healthcare that prepares healthcare professionals to meet changing demands and critical human resource needs of Sentara Healthcare and the greater communities it serves. The Sentara College of Health Sciences uses multimodal delivery systems to offer high-quality undergraduate degrees and continuing education programs in nursing and allied health. The dedicated faculty and staff promote the welfare and success of the individual student through effective teaching, supportive service, and applied scholarship.

The Vision of the College is to:
Be the top educational choice for nursing and allied health professionals in the communities served by Sentara Healthcare.

The Goals of the College as developed in the 2013-2016 Strategic Plan are:

- Strategic Goal #1 for Educational Quality: Strengthen the recognized quality, transferability, portability, and accreditation of the College’s educational programs to ensure stakeholder value
- Strategic Goal #2 for Student Success: Strengthen learning outcomes and retention, graduation and placement rates of students to ensure their personal and professional success as healthcare professionals
- Strategic Goal #3 for Responsive Growth: Grow, adapt, and evolve as needed to meet changing workforce requirements and demands for nursing and allied health professionals in a rapidly changing healthcare environment
- Strategic Goal #4 for Program Competitiveness: Strengthen the access, articulation, and instructional delivery of educational programs to ensure their use of new technologies and their competitiveness in the marketplace
- Strategic Goal #5 for Operational Efficiency: Strengthen program and support service efficiencies that ensure cost effectiveness
EDUCATIONAL PHILOSOPHY AND GENERAL EDUCATION COMPETENCIES

Sentara College of Health Sciences prepares healthcare professionals for judicious clinical practice to improve patient health. Our graduates meet the changing demands and critical human resource needs of the Sentara Healthcare Network and the greater communities it serves. Sentara College of Health Sciences offers innovation and excellence in the delivery of undergraduate degree and diploma completion programs in Nursing and Allied Health, and other related continuing education courses.

SCOHS seeks to engage in constructive self-reflection that creates a mindset of lifelong learning. Most importantly, students learn to synthesize the past, present, and future of what they are to be, become, and do. This requires a commitment to the highest standards of academic excellence and patient care. Our teachers/scholars promote excellence in academics through the intentional inquiry of information. Therefore, Sentara expects educators to actively challenge succeeding generations to be competent in their skills and abilities, and to analyze their sense of identity in their field of expertise. This empowers educators to give guidance toward professional excellence by example, both personally and professionally.

The College’s educators are characterized by an attitude of lifelong learning in the healthcare profession. This requires faculty members to have the appropriate credentials in scholarship, commitment, community service, and teaching. Therefore, our educators are collegial, accountable, compassionate, proficient, and sensitive to the unforeseen crises in the natural course of life. Faculty members are dedicated practitioners who promote the welfare and success of the individual student. This is accomplished through effective teaching, supportive service, involvement in community service, faculty committees, college activities, civic responsibilities, and applied scholarship.

Our distance education program and hybrid methods of learning are central to the College’s core mission. These multimodal methods of education delivery require maintaining the highest standards for the development of instructional technology for the student first and the educator second. By doing so, the mind is renewed, nurtured, consistently engaged, and the student becomes active in the learning process. To accept this process requires faculty to be vested in the philosophy that learning occurs beyond the “brick and mortar” learning institution.

Our educational mission is indoctrinated in the presupposition of ongoing learning. Sentara students have the prowess to reach their highest academic potential; however, the ultimate onus of reaching this potential is incumbent upon the students. Faculty members are committed to engage learners so that all have the opportunity to achieve maximum potential in their chosen field. Learners are active agents in the learning process; and therefore, are treated with dignity and respect as contributing members of the healthcare community.

General Education Competencies

Sentara College of Health Sciences prepares healthcare professionals for judicious clinical practice to improve patient health. Our graduates meet the changing demands and critical human resource needs of the Sentara Healthcare Network and the greater communities it serves. Sentara College of Health Sciences offers innovation and excellence in the delivery of undergraduate degrees in nursing and allied health and other related continuing education courses.

In the belief that all students who earn a degree from Sentara College of Health Sciences should exhibit both breadth and depth of knowledge, the College requires a General Education component in all degree programs. The goal of the General Education Program is to provide to all students, in both career and transfer curricula, the foundations for living a productive life, being a citizen of the world, appreciating...
aesthetic values, and engaging in lifelong learning in a continually changing world. For this reason, the General Education Program requires courses across the arts and humanities, quantitative reasoning, communication, natural and social sciences, critical thinking, and information and digital literacy. Each of these distinctive competencies is demonstrated by each graduate regardless of discipline. It is infused into the curriculum and assessed at specific benchmarks throughout each academic program.

The amount of General Education credits required to earn a degree at Sentara College of Health Sciences depends on which degree program is chosen. General Education is comprised of:

- Social Sciences
- Humanities and Fine Arts
- Mathematics and Sciences

<table>
<thead>
<tr>
<th>General Education Component</th>
<th>Associate in CVT</th>
<th>Associate in ST</th>
<th>BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics and Sciences</td>
<td>19</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>Social Sciences</td>
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<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Humanities and Fine Arts</td>
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<td></td>
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</tr>
<tr>
<td>- Humanities/Fine Arts</td>
<td>3</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>- English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition/Communications</td>
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<td>3</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28</td>
<td>24</td>
<td>49</td>
</tr>
</tbody>
</table>
OVERVIEW OF PROGRAMS OFFERED AND DEGREES AWARDED

Cardiovascular Technology Program – Offers an Associate of Applied Science (AAS) Degree and is offered in the following specialties:

- Cardiac Electrophysiology
- Invasive Cardiovascular Technology
- Adult Echocardiography
- Non-invasive Vascular Technology

These are competency-based Programs offered in August of each year. The Invasive Cardiovascular Technologist works in the cardiac catheterization laboratory assisting the physician in performing adult diagnostic and interventional procedures. The student also has the option to gain clinical experience in a pediatric cardiac catheterization laboratory. The student may also perform certain functions in other cardiac surgical settings. The Cardiac Electrophysiology Technologist works in the electrophysiology laboratory assisting physicians performing diagnostic and therapeutic electrophysiology procedures. The Adult Echocardiographer performs ultrasound imaging services for patients with cardiac disease. The Non-invasive Vascular Technologist performs ultrasound imaging services for patients with peripheral vascular disease.

Cardiovascular Technologists are employed in hospitals, clinics, physician offices, imaging centers, operating rooms, and clinical research laboratories. In the first semester, all students begin with foundation courses in medical ethics, medical terminology, patient care concepts, cardiac hemodynamics, and a detailed review of cardiovascular anatomy and physiology. In the second semester students begin the first of three semesters of classroom, skills lab, and clinical experiences in their chosen specialty. Applicants should possess basic computer skills including word processing, e-mail, presentation software (PowerPoint), and use of internet-based applications.

Graduates of the Program receive an Associate of Applied Science Degree (AAS) with a concentration in Cardiovascular Technology. Graduates are eligible to take a national registry examination offered by Cardiovascular Credentialing International (CCI) or the American Registry of Diagnostic Medical Sonography (ARDMS) upon completion. Licensure and certification for entry into practice is not required for this health profession; however, many employers require staff to become credentialed after a pre-determined period of employment. The Program Director submits applications for exams for each graduate, who then has one year to sit for the exam or risk losing the application fee.

Nursing Program – Offers a traditional Bachelor of Science Degree and an online Program for registered nurses who wish to pursue a Bachelor of Science Degree.

Applicants who are not registered nurses:
The first one and one-half (1.5) years of General Education requirements can be taken at any accredited college—see the section on Transfer Credit. The Nursing courses are taken at Sentara College of Health Sciences following admission to the Nursing Program. The curriculum is composed of lecture (live or online), skills laboratory experiences, clinical simulation, and clinical experiences in all major nursing specialty areas, including medical surgical, psychiatric, and maternal newborn. Students begin in the 200-level courses with foundational courses, such as pathophysiology, professional nursing, and health assessment. They enter the 300-level courses and take fundamentals of nursing practice theory and clinical, pharmacology, medication calculation and dosage, and gerontology. Students then progress to Adult Nursing I (theory and clinical), nursing theory, and nursing research. The 400-level courses begin
with Adult Nursing II (theory and clinical) and community nursing. The final semester covers maternal newborn nursing, nursing leadership, and the senior preceptorship.

Applicants who currently possess an unencumbered practical nursing license are given consideration for that status. Please refer to the Nursing Admission section of this catalog for specific information.

Nursing courses are offered in various modalities, including online, hybrid, and face to face. Skills lab experiences are offered both in Chesapeake and Hampton; simulation experiences take place on-site in Chesapeake. Clinical experiences are offered at Sentara and non-Sentara hospitals and various healthcare agencies in the greater Hampton Roads area. The Program is offered once per year in January. Graduates are awarded a Bachelor of Science in Nursing Degree from SCOHS and are eligible to sit for the state board exam, NCLEX-RN. Licensure is required to work in the profession as a nurse.

Applicants who are registered nurses:
The RN to BSN Online Program was created in response to evolving changes in nursing and in healthcare for registered nurses to obtain a Bachelor of Science Degree. SCOHS recognizes the importance of offering a program that accommodates the working individual, and therefore offers an online program. This Program can be taken either full-time or part-time, at a pace that is suitable for the student’s schedule. The student must present a current unencumbered registered nursing license. RN to BSN students are awarded 49 advanced placement credits, but there are specific General Education requirements that must also be met. Admission to this Program is offered twice each year, in January and August.

Surgical Technology Program – Offers an Associate of Applied Science (AAS) and is offered once a year in August on the main campus in Chesapeake. It is a full-time, daytime program. Didactic instruction includes courses in the allied health sciences, including: medical ethics, medical terminology, principles of sterility controls, professional development, surgical techniques, surgical procedures, infection control, patient care and concepts, technological sciences, and instrumentation. Lab instruction includes fundamental procedures, surgical technique, basic surgical skills development, and individualized care of the surgical patient. The clinical component of the Program gives the student extensive supervised hands-on learning. It is required that applicants to the Program possess basic computer skills, have excellent eye-hand coordination, and sharp memory skills.

The Surgical Technologist is a crucial member of the operating room team. He or she is responsible for working with the surgical team to prepare the operating room with equipment, instruments, and supplies for any operative procedure, anticipating and providing for the needs of the surgeon, maintaining the surgical field, and preparing instruments for reprocessing. The Surgical Technologist must be accurate and set high standards of practice. He or she must be adaptable to changing technology in a fast-paced environment. Individuals who choose a career in Surgical Technology are deeply committed to quality patient-focused care and working as a team member in a highly specialized area.

Graduates of the Program receive an Associate of Applied Science Degree (AAS) with a concentration in Surgical Technology and are required to take the National Certification Exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).
OVERVIEW OF CONTINUING EDUCATION COURSES

**Care Partner Course** is a nine (9) week course offered multiple times per year. It is a full-time, daytime course. Applicants should possess basic computer skills and be familiar with word processing, e-mail, and the use of internet-based applications. Previous medical experience is helpful, but not required. Care Partners are an important part of the healthcare team in the hospitals within Sentara Healthcare. Working under the direction of a nurse, Care Partners assist hospitalized patients with daily activities, such as hygiene, walking, eating, and dressing. Care Partners also take vital signs, draw blood specimens, perform wound care and dressing changes, insert urinary catheters, perform EKGs, and other selected medical tests and procedures. This Course was developed to provide qualified applicants for Care Partner positions within Sentara Healthcare hospitals.

Graduates of the Course receive a certificate of completion. Certification is not available and is not needed to practice as a Care Partner in Sentara facilities. Care Partners are not eligible to sit for the Nurse Aide Certification exam.

**Central Sterile Supply Technician Course** is a 16-week, full-time, daytime course and is offered as needed to fill the needs of the Sentara Healthcare system. Didactic instruction includes anatomy and physiology review, infection control techniques, decontamination, packaging and storing, high and low temperature sterilization techniques, quality assurance, inventory control, surgical instrumentation, regulations and standards of sterile processing, and care of patient-centered equipment.

The Central Sterile Supply Technician is a crucial member of the operating room and facilitates service through the care and preparation of client care equipment and supplies. He or she is responsible for working with team members to receive, prepare, and monitor sterilization parameters of client equipment and supplies. He or she must be accurate, set high standards of practice, and must be adaptable to changing technology in a fast-paced environment. Individuals who choose a career in this field must be deeply committed to quality patient-focused care and working as a team member in a highly specialized area.

Graduates of the Course receive a certificate and are expected to take the national certification exam administered through the International Association of Healthcare Central Service Materiel Management (IAHCSMM) professional society. Certification is required to practice in Sentara facilities.

**Monitor Surveillance Course** is a 14-week course offered twice each year, in January and August. The Course consists of two classes. MS 100 is the didactic portion and must be successfully completed before taking MS 200, which includes clinical rotations at area hospitals. Applicants should possess basic computer skills and be familiar with word processing, e-mail, and use of internet-based applications.

Monitor Surveillance Technicians observe patient telemetry monitors that graphically record the electrical activity of the heart. They must be able to interpret basic EKG rhythms and report the results to the physician and/or nurse. Monitor Surveillance Technicians are employed primarily in hospitals, although they may also work in clinics, doctors’ offices, or other healthcare settings where EKG monitoring is required. Registry, certification, or licensure is not required for employment.

Graduates of the Course receive a certificate of completion in Monitor Surveillance. Students in MS 200 will take the Certified Rhythm Analysis Technician (CRAT) exam offered by CCI. Certification is not required to practice as a Monitor Surveillance Technician in Sentara facilities; however, the College requires students sit for the CRAT exam.
GENERAL ADMISSION PROCESS

The table below delineates the general admission process for the College. An explanation of each step is provided below the chart. Please see the section in this catalog for each Program or Course of interest for additional requirements specific to that Program or Course.

<table>
<thead>
<tr>
<th>STEPS IN THE PROCESS</th>
<th>CVT</th>
<th>NURSING</th>
<th>RN to BSN</th>
<th>ST</th>
<th>CP</th>
<th>CSST</th>
<th>MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submit a completed application for admission and a non-refundable Enrollment Processing Fee of $85. Applications submitted without the Enrollment Processing Fee will be discarded.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Submit official college transcripts.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3. Take the applicable preadmission test.</td>
<td>TEAS V for Allied Health</td>
<td>TEAS V for Nursing</td>
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<td>TEAS V for Allied Health</td>
<td>Wonderlic</td>
<td>Wonderlic</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Legend
CVT: Associate of Applied Science Degree in Cardiovascular Technology
NURSING: Bachelor of Science in Nursing Degree (for applicants who do not hold a Registered Nursing license or are Licensed Practical Nurses)
RN to BSN: Bachelor of Science in Nursing Degree (RN to BSN Program for applicants who are licensed as Registered Nurses)
ST: Associate of Applied Science Degree in Surgical Technology
CP: Care Partner Course
CSST: Central Sterile Supply Technician Course
MS: Monitor Surveillance Course

NOTE: The applicant must provide accurate and truthful information. Falsification of an application or communication of any false information during the admission process will result in acceptance being rescinded and/or the student being dismissed. Application can be made for the next available class. (Exceptions include criminal history falsification [refer to policy on Criminal History] and a positive drug screen. Both of these require one year before the applicant can reapply).

A detailed explanation of each general admission process step follows.

STEP 1: Applications

Applications may be obtained from the SCOHS website (www.sentara.edu), by attending an academic planning and information session, or by visiting the College. The required, non-refundable $85 Enrollment Processing Fee must be submitted with the application. If the fee is not included, the application will not be accepted or will be discarded. Applicants for the Continuing Education Courses
will be accepted on a first come, first serve basis until the session is filled or until the application deadline, whichever comes first. For the Degree Programs, applicants must submit their application and all required transcripts/documents by the application deadline of the specific Program. Applications received after the deadline to a Program or after the Course has filled will be considered for the next available admission cycle.

Candidates may only have one Degree Program application and one Course application active at one time. If a candidate wishes to apply to a Degree Program and Continuing Education Course, the candidate must submit a separate application for each Program and Continuing Education Course (and include the application fee with each), and the sessions must not conflict.

**Transfer of application to subsequent class:**

- **Degree Programs**
  - Applicants who are admitted to a class, but are unable to start, may roll their application one time to the next admission cycle for reconsideration without reapplying. Enrollment Management must be notified of intended roll prior to the first day of class.
  - Applicants who are admitted to a specific program, but would like to transfer to a different program, may do so by paying a non-refundable transfer fee. This transfer will count as the applicant’s one roll opportunity. Enrollment Management must be notified of intended transfer prior to the first day of class.
  - Applicants who were considered, but not admitted, must reapply.

- **Continuing Education Courses**
  - Applicants who are admitted to a class, but are unable to start, may roll their application one time to the next available class without reapplying. Enrollment Management must be notified of intended roll prior to the first day of class.
  - Applicants who are admitted to a specific course, but would like to transfer to a different course, may do so by paying a non-refundable transfer fee. This transfer will count as the applicant’s one roll opportunity, Enrollment Management must be notified of intended transfer prior to the first day of class.
  - Applicants who were considered, but not admitted, must reapply.

Applications can be submitted via the SCOHS website ([www.sentara.edu](http://www.sentara.edu)), mailed, or delivered to the College at:

Sentara College of Health Sciences  
Attention: Enrollment Management  
Crossways I, Suite 105  
1441 Crossways Boulevard  
Chesapeake, Virginia 23320

**STEP 2: Transcripts for Prerequisite Courses General Education Courses**

Transcripts are required (from all colleges/universities attended) for programs requiring college general education prerequisites. All transcripts must be official transcripts, sent directly from the sending institution (with embossed seal or signatures), and be received by this college unopened prior to the date dictated by that particular program. SCOHS follows the numbering convention as used by the local community colleges: 100-level courses are reflective of the first year of study, 200-level course are reflective of the second year or sophomore year, a 300-level course is reflective of a junior-level course, and a 400-level course is reflective of a senior-level course.
The college-level general education courses required must be taken at an institution accredited by an accrediting agency recognized by the Secretary of Education of the U.S. Department of Education. In addition to official transcripts, course descriptions, and/or syllabi may be requested by Admissions for evaluation. Applicants requesting approval for prerequisite general education credits from institutions outside of the United States must obtain a foreign transcript evaluation by an approved NACES agency. See additional information in the Transfer of Credit policy.

Transfer credits will be evaluated and will be accepted only on evidence that the course content and instruction meets the requirements – see Transfer of Credit Policy. See Program sections for required college general education prerequisites for each Program.

**STEP 3: Confirmation of Application**

After your application materials have been received (application, Enrollment Processing Fee, and transcripts, if required) you will receive a letter of receipt from our Admissions Counselor. This letter will serve as receipt that you have met the minimum requirements to submit your application. This letter does not guarantee admission, and the applicant should still follow all Program or Course requirements to be considered.

**STEP 4: Preadmission Testing**

**Care Partner and Central Sterile Supply Technician Courses:**

For these Courses the required preadmission test is the Wonderlic Personnel Test. It is a 12-minute timed test that assesses general aptitude. A minimum passing score of 14 is required to be considered for admission. Please refer to our website (www.sentara.edu) for course-specific testing deadlines. The applicant file will not be reviewed for admission without completion of this test. Therefore, it is highly recommended the applicant take this test as early as possible, because the courses are filled on a first come, first serve basis or by the testing deadline, whichever comes first.

This test may be taken twice; the cost of the first attempt is included in the Enrollment Processing Fee. If the applicant is unsuccessful, the test may be repeated within 30 days of the first test. The cost of repeating the Wonderlic is $20. Testing dates are scheduled after the application is received and the Enrollment Processing Fee has been paid. Applicants who are unsuccessful on both testing attempts must reapply and pay the Enrollment Processing Fee to be reconsidered for the next available session.

In compliance with ADA, applicants with disabilities should contact the ADA compliance officer for review and to make arrangements for accommodations, if appropriate, for Wonderlic testing.

**Cardiovascular Technology and Surgical Technology Programs:**

The required preadmission test is the Test for Essential Academic Skills (TEAS) V for Allied Health. This test measures essential math, reading, and comprehension, English and language usage, and science skills. Specific skills content in each category include:

- **Math**: Numbers and operations, algebraic applications, data interpretations, and measurement
- **Reading comprehension**: Paragraph and passage comprehension and informational source comprehension
- **English and language usage**: Grammar and word meanings in context, spelling and punctuation, and structure
• **Science**: Human body science, life science, earth and physical science, scientific reasoning

The applicant is allotted 3.5 hours to complete this timed test. It is highly recommended for applicants to prepare for the TEAS V for Allied Health by purchasing study materials at [www.atitesting.com](http://www.atitesting.com).

For Surgical Technology and Cardiovascular Technology applicants, the test scores are considered in the admission process. The results of the TEAS V for Allied Health for Surgical Technology and Cardiovascular Technology applicants are strongly considered, along with GPA from prerequisite general education courses.

The TEAS V for Allied Health test may be taken twice in an admission cycle. Tests are administered at the PSI Exam Center, and the cost of the test is not included in the Enrollment Processing Fee. Information about how to schedule the exam is available on [www.sentara.edu](http://www.sentara.edu).

PSI Exams does offer testing accommodations for those with disabilities or those who would otherwise have difficulty taking the test. It is the applicant’s responsibility to arrange accommodations with PSI Exams.

**Nursing Program**:

The required preadmission test is the Test for Essential Academic Skills (TEAS) V for Nursing. (Note that RN to BSN Program applicants are not required to take the TEAS V for Nursing exam.) This test measures essential math, reading and comprehension, English and language usage, and science skills. Specific skills content in each category include:

- **Math**: Numbers and operations, algebraic applications, data interpretations, and measurement
- **Reading comprehension**: Paragraph and passage comprehension and informational source comprehension
- **English and language usage**: Grammar and word meanings in context, spelling and punctuation, and structure
- **Science**: Human body science, life science, earth and physical science, scientific reasoning

The applicant is allotted 3.5 hours to complete this timed test. It is highly recommended for applicants to prepare for the TEAS V for Nursing by purchasing study materials at [www.atitesting.com](http://www.atitesting.com).

For Nursing applicants, the test scores are considered in the admission process. The results of the TEAS V for Nursing for nursing applicants are strongly considered along with GPA from prerequisite general education courses.

The TEAS V for Nursing test may be taken twice in an admission cycle. Tests are administered at the PSI Exam Center, and the cost of the test is not included in the Enrollment Processing Fee. Information about how to schedule the exam is available on [www.sentara.edu](http://www.sentara.edu).

PSI Exams does offer testing accommodations for those with disabilities or those who would otherwise have difficulty taking the test. It is the applicant’s responsibility to arrange accommodations with PSI Exams.
Policy Title: General Admission Requirements

Department: Enrollment Management
Owner: Director of Enrollment Management
Original Date: April 2009

Area: Enrollment Management
Approved by: Executive Council, Nursing Admissions Committee
Revision Date: October 2012, June 2014, June 2015

Audience: Prospective Students

Policy Statement
The General Admission Requirements policy identifies those generic requirements and program-specific requirements for all Programs/Courses in the College. This policy is applied to all interested prospects and all enrolled students.

Purpose
The purpose of this policy is to ensure that all enrolled students in the College meet the same requirements and all student are treated equitably.

Definitions
None

Procedures
A statement that prescribes specific actions to be taken to conform to established policies, allowing for the orderly implementation of those policies.

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For all Courses and Programs:</strong></td>
<td>Admissions staff</td>
<td></td>
</tr>
<tr>
<td>Review the application and ensure that all applicants meet the following criteria:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have graduated from a high school or equivalent – transcripts may be required</td>
<td></td>
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</tr>
<tr>
<td>• Be 18 years of age or older by the first day of class. If the applicant is not 18 years of age at time of application submission, both the applicant and a parent or legal guardian must sign the application</td>
<td></td>
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</tr>
<tr>
<td>• Be U.S. citizen or permanent resident of USA. Applicants</td>
<td></td>
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</tbody>
</table>
must self-certify citizenship or show permanent residency

**For all Programs:**
Review the application and ensure that all applicants have met the following requirements:
1. Completed Program-specific general education prerequisite courses with a “C-” or better prior to application and/or prior to starting the Program.
2. Any foreign transcripts must be evaluated by a National Association of Credential Evaluation Services (NACES) approved agency.
3. Must have taken the Test of English as a Foreign Language (TOEFL), if required.
4. Attended an accredited institution following graduation from high school or receipt of a GED or home school verification. Official transcripts from all colleges attended must be submitted to the Admissions Office for credits to be considered for official transfer into Sentara College of Health Sciences.

**Admissions Staff**

Please refer to general education requirements section and to the Program of interest for specifics regarding prerequisite courses.

Candidates who speak English as a second language will follow the language screening guidelines (which may include the TOEFL exam).

The institution from which courses may be transferred must be accredited by an agency recognized by the Secretary of Education of the U.S. Department of Education.

**Admission Decisions:** Admission decisions are made on the basis of any required preadmission testing and prerequisite grades that may be required for a specific Program, and space availability.

**References**
None

**Related Documents/Policies/Procedures**
General Admissions Process

SCOHS 2015–2016 Catalog
CONTINGENCY REQUIREMENTS

Enrollment in the Sentara College of Health Sciences is contingent upon acceptable completion of the following requirements:

**Enrollment Processing Fee**

The Enrollment Processing Fee is due two weeks after notification of acceptance, for all Programs and Courses. This fee is applied to enrollment items to include drug testing and criminal history and is non-refundable. Failure to pay the fee on time may result in forfeiting class seat.

**Transcripts**

All applicants accepted for a January admission must submit official transcripts for all general education courses and prerequisites no later than January 1. Some general education transcripts are required prior to January 1. Please see the admission requirements of the particular Program of interest for specifics. If official transcripts are not received by January 1, the applicant will be withdrawn from the Program and must reapply for the next start date. The deadline for transcript submissions for the RN to BSN Program with a January start date is January 1; the deadline for an August start date is August 1.

**Basic Life Support (BLS) Certification**

All applicants selected for admission must have current certification in BLS prior to the first day of class. Classes to obtain this certification are offered by the Life Support Training Center, located at the Sentara College of Health Sciences. Call 757-388-2656 for information on class schedules and fees. BLS training may also be completed at any American Heart Association (AHA) training facility. Documentation of current certification in American Heart Association Basic Life Support (BLS) for Health Care Providers is required by the first day of class.

Recertification is the student’s responsibility and must be through AHA. Students are not permitted to attend clinical without documentation of current CPR certification.

BLS is not required for CSST and RN to BSN students.

**Criminal History**

Sentara College of Health Sciences requires that all applicants provide consent for a criminal history check when signing the application and again on Registration paperwork. The cost of these reports is included in the Enrollment Processing Fee. The application form for Sentara College of Health Sciences requires an applicant to disclose if he or she has been convicted of a crime (felony) other than a traffic violation in any state in the United States. The College retains the right to revoke admission to students who falsify their application by failing to disclose felony criminal convictions. A waiting period of one year, from the date of application, is required before reapplying to a Program in the College. Sentara College of Health Sciences reserves the right to deny or revoke admission based on criminal history, which may include pending criminal charges. (Note – some misdemeanor convictions are reviewed on a case-by-case basis and may impact admission). All applicants selected for admission must submit to a criminal history and National Sex Offender background check. All acceptances are contingent upon the results of this check.

Candidates with criminal records (other than traffic violations) should contact the Enrollment Management Department for more information prior to applying. Any applicant who discloses that they were convicted of a crime other than traffic (ex: felony) on the application will immediately have a criminal history
processed. The Director of Enrollment Management or designee will have the completed criminal history report reviewed by Human Resources. If, after review, the applicant is deemed not hirable by Sentara Healthcare or the applicant may not be able to receive a licensure or certification, the applicant may be force-withdrawn by the College.

The applicant will be provided with written notification that the criminal history/sex offender report may prevent them from hire or from sitting for the State Board or Certification Exams. The hiring and/or license/certification agency determines eligibility.

Note for students with a criminal history: Graduation from Sentara College of Health Sciences does not guarantee eligibility for hire, licensure, or certification. The hiring and or licensure/certification agency determines eligibility related to criminal histories.

The College reserves the right to obtain a criminal history on admitted students at any time during the duration of the Program or Course.

**Drug Screening**

All applicants (except RN to BSN students) accepted for admission must submit to a urine drug screen. Accepted students will be notified prior to the start of classes to report for this screening at a designated facility. Sentara College of Health Sciences retains the right to immediately revoke admission to students if the drug screen is positive (unsatisfactory drug screen) or if the applicant misses the deadline for screening. Drug screenings may be performed at any time during enrollment. Applicants who have an unsatisfactory drug screen must wait one year to be considered for readmission. If an applicant misses the deadline for a drug screening he or she can reapply after six months for the Continuing Education Courses and after one year for the degree-granting Programs.

**ID Verification**

Verification of identification is required. Please refer to the Verification of Student Identity Policy.

**Health Screening**

All applicants (except RN to BSN) selected for admission must complete an Initial Health Assessment form and provide documentation that they have received all required immunizations by the first day of class. The student is responsible for all costs associated with these requirements. (Note regarding Hepatitis B Vaccine or Signed Waiver: Documentation of the first dose of Hepatitis B vaccine or a signed waiver is required prior to starting classes. Hepatitis B vaccine is strongly recommended in all direct patient care areas.)

**Initial (Enrollment) Health Screening Requirements**

- Health Assessment form (document provided and completed by student at Registration), completed by student
- 2 negative PPD (tuberculosis) skin test readings within 12 months prior to admission (see important information below)
- Tuberculosis Surveillance form (document provided and completed by student at Registration)
- Influenza vaccine for the current flu season
- Hepatitis B vaccine (series of 3) highly recommended or a signed waiver is required (see important information below)
• 2 MMR immunizations (measles, mumps, rubella) or an IGG titer positive for immunity to each disease
• 2 varicella (chickenpox) immunizations or an IGG titer positive for immunity (see important information below)
  • Note: Applicants enrolled in CP, CSST, and MS Courses must provide 2 immunizations or titer results for varicella. A Vaccination Declination Form may be signed if titer result is not fully immune to varicella. Contact the Health Records Coordinator for assistance.
• Note: RN to BSN students do not have to provide immunization records.

Important Information Regarding Initial Health Requirements

• **Immunizations/titers (MMR, varicella)** – Immunizations must be documented by the healthcare provider administering the injection or institution recording the administration, showing type and actual date of immunization. A titer must clearly indicate test result.
• **MMR (measles, mumps, rubella)** is a combination vaccine; separate vaccination for each disease is not acceptable.
• **PPD** – At least one (1)-week waiting period is mandatory between tests for reliable results. The document must reflect date and result of test. One skin test and a completed TB Surveillance Form are required annually thereafter while enrolled in the College (test is due 12 months from the date of the last PPD on record).
  o Note: A chest x-ray is required if a PPD test result is positive (10mm or greater). Submit a copy of the chest x-ray report (not the film) and a follow up form completed by the physician. CONTACT THE COLLEGE TO OBTAIN THE REQUIRED DOCUMENT FOR PHYSICIAN COMPLETION.
• **Hepatitis B vaccine** – The College strongly encourages students to obtain the series of three vaccinations over a minimum of six months. Students who choose not to obtain the Hepatitis B vaccinations or who have not completed the series are required to sign a waiver acknowledging risk of infection and accepting full responsibility for that risk.
• **Influenza vaccine** – All students are required to receive the flu vaccine for the current season. No declinations are allowed for any student from any Program or Course.

Technical Standards:

Applicants must be able to perform all tasks necessary to meet the requirements of the Program or Course for which they have applied. Mental and physical requirements are available in this catalog for review and must be signed before the start of class. The College is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in the educational programs and services offered on an equal basis. The goal is to provide this opportunity in a setting that fosters independence and meets the guidelines of the Americans With Disabilities Act (ADA) and the Rehabilitation Act of 1973.

This requirement does not apply to RN to BSN students.

Registration and Orientation

Mandatory registration and orientation for all Programs and Courses is offered online and must be completed prior to the Program or Course start date. Orientation, book and uniform requirements, and related paperwork are provided to all students prior to or at the beginning of classes. Course orientation and hospital-required training are incorporated into the Program curriculum. As part of the College-wide orientation program, all students in the Programs must complete the module on orientation to online
learning, which assists with outlining course expectations, orientation to Blackboard (the College’s learning platform), technology concerns, and how to learn in an online environment. Orientation is required of all admitted students, including those returning from Leave of Absence (LOA), and is available prior to the start of classes.

**Computer and Printer Requirements and Accessibility:**

All Programs and Courses require students to have access to a computer and printer. All students enrolled in degree granting programs who attend class on campus must have a portable device (laptop/tablet) that meets the minimum technical standards listed below. Printing services are available at the College for a fee.

**Hardware**

- A PC running a currently supported Microsoft Windows® or Apple Operating System with the operating system’s minimum requirements for processor, memory, and hard drive. See the Microsoft Support Life Cycle [(http://support.microsoft.com/gp/lifeselect)] or Apple website ([www.apple.com](http://www.apple.com)) for minimum requirements. No android tablets?
- Wireless network capability is required
- A webcam is required
- At least 10.0 GB of free hard drive space (additional space may be needed for multimedia files)
- Recommended: External storage (either hard drive or flash drive), speakers, and microphone

**Software**

- A Microsoft Windows® Operating System (Windows 7 or a more recent version) or Mac OS 10.5 or more recent version
- Microsoft Office 2007, Office for Mac 2011, or a more recent version
- A current antivirus and antispyware application that is updated regularly
- Internet Explorer 9.0 or later, Safari 6.0 or later, Firefox (Final Release Channel), or Chrome (Stable Channel) web browser
- Adobe® Reader® DC or a more recent version (free download)
- Adobe® Flash Player 11 or a more recent version (free download)
- Java 8.45 or a more recent version for PC (free download)
- Microsoft Silverlight (free download)
- Respondus Lockdown Browser (free download for enrolled students)

**Note:** Sentara College of Health Sciences uses Blackboard Learn version 9.1. Students will need to maintain personal computer systems to comply with Blackboard technical requirements. The browser support requirements for Blackboard take precedence over these requirements in the event of conflict.

**Internet/Email:**

- An internet service provider (ISP)
- An email address and account. **Note:** Students in all Programs will be issued both a Sentara.com and a Sentara.edu email account for use within their courses. Students are expected to check both accounts on a daily basis.
Policy Statement
The Advanced Placement Policy allows students to enter the specific Program at a particular point (other than the beginning) or to have specific courses waived.

Purpose
The Advanced Placement Policy exists to ensure that all enrolled students who have completed previous courses, licensure/certification, and work experience, (as applicable to the specific Program) are granted similar credit in this college. The School of Allied Health does not give credits for experiential learning.

Definitions
Advanced Placement – Being placed in a specific Program curriculum at a higher level than the beginning. For nursing it is defined as an exemption from a particular nursing course by virtue of being licensed to practice nursing as either a registered nurse or a licensed practical nurse.

Procedures
Before consideration for advanced placement, applicants must meet Program admission requirements and be admitted into the respective Program. The Program head for that Program will review the applicant’s file to determine the best course of action for the applicant. All required paperwork must be submitted prior to review.

For all Programs, admission to a particular course/semester is contingent upon available space in the course for which the student is requesting to enter. Placement availability will be determined by the Program official. Prerequisite courses can be waived on a case-by-case evaluation. Please see the section on the Program of interest for further information on advanced placement.
**School of Allied Health – Cardiovascular Technology Program**

1. **Registered Sonographers (RDMS, RDCS/RCS, or RVT/RVS)** are eligible for advanced placement status in either of the ultrasound disciplines of the Cardiovascular Technology Program. To be considered for admission, the sonographer must:

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
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<tbody>
<tr>
<td>1. Provide evidence of current registration with the American Registry of Diagnostic Medical Sonographers (ARDMS) or Cardiovascular Credentialing International (CCI).</td>
<td>Admissions Counselor and Program Director</td>
<td>This transcript must document a grade of “C” or better in Anatomy and Physiology. If the sonographer learned ultrasound through job training and self-study, a course in college-level Anatomy and Physiology is required.</td>
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<tr>
<td>2. Have one or more years of experience in the field of diagnostic sonography in which the applicant is registered (abdominal, fetal, cardiac, or vascular ultrasound)</td>
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<tr>
<td>3. Submit name and contact information of current supervisor to verify employment and be used as a reference.</td>
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<td>4. Submit an official transcript from the school from which education in ultrasound was received.</td>
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<tr>
<td>5. Comply with all other College admission requirements.</td>
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</tbody>
</table>
2. **Registered Radiologic Technologists (R.T.R.)** who are certified in cardiovascular technology (CV) are eligible for advanced placement status in the invasive curriculum of the School of Cardiovascular Technology. To be considered for admission, the radiologic technologist must:

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide evidence of current registration with the American Registry of Radiologic Technologists (ARRT) as an R.T. (R), as well as certification as a cardiovascular technologist (CV) given by the ARRT.</td>
<td>Admissions Counselor and Program Director</td>
<td>This transcript must document a grade of “C” or better in Anatomy &amp; Physiology.</td>
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<tr>
<td>2. Have one or more years of experience in the field of special vascular angiography.</td>
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<tr>
<td>3. Submit name and contact information of current supervisor to verify employment and be used as a reference.</td>
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<tr>
<td>4. Submit an official transcript from the school from which education in radiology was received.</td>
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<tr>
<td>5. Comply with all other college admission requirements.</td>
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</table>

3. **SCOHS Cardiovascular Technology Graduates Seeking a Second Specialty**: Students who wish to seek an additional specialty track after graduating from an accredited Cardiovascular Technology Program may apply for admission with advanced standing if they have been actively working in their field or have graduated within the past five (5) years. Challenge exams, with or without audit of repeat classes, will be required. To be considered for admission, the graduate of the CVT School must:

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submit an application prior to the current application deadline.</td>
<td>Admissions Counselor and Program Director</td>
<td></td>
</tr>
<tr>
<td>2. Make a formal request to waive the classes already taken.</td>
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<td></td>
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<tr>
<td>3. Comply with all current admission requirements.</td>
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</tbody>
</table>
Program-Specific Advanced Placement – Credit by Transfer – External Transfer Students – Surgical Technology Program (ABHES or CAAHEP-accredited schools only).

This option is available to candidates who attended an accredited program but did not complete it. Candidates are required to:

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet all admissions requirements (including prerequisites) and complete admission documentation.</td>
<td>The candidate</td>
<td>Courses considered for transfer credit must have a grade of “C” or better and acceptance of any potential transfer course is at the discretion of the Surgical Technology Program officials. Credit for the courses is reflected by a grade of “AP” on the transcript.</td>
</tr>
<tr>
<td>2. Submit a transcript from all previously attended schools of Surgical Technology.</td>
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</tr>
<tr>
<td>3. Submit a letter (at the discretion of the Admissions Committee/Program Official) from the Director(s) of the previously attended schools of Surgical Technology.</td>
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<tr>
<td>4. Submit course descriptions, outlines, and syllabi for evaluation of transfer of credit.</td>
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</table>
SCHOOL OF NURSING – ADVANCED PLACEMENT FOR RNS AND LPNS

Advanced placement is defined as: Exemption from a particular nursing course by virtue of being licensed to practice nursing as either a registered nurse or a licensed practical nurse. Only students with either an unencumbered license as a practical nurse or a registered nurse will be granted advanced placement. The specific courses that LPNs are not required to take and receive as advance placement are identified in the curriculum plan. The specific courses that RNs are not required to take and receive as advance placement credit are identified below:

<table>
<thead>
<tr>
<th>Students in the RN to BSN Program are awarded advanced placement in the following courses:</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 201: Fundamentals Skills Lab</td>
<td>2</td>
</tr>
<tr>
<td>NUR 202: Nutrition and Diet Therapy</td>
<td>3</td>
</tr>
<tr>
<td>NUR 311: Concepts of Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 312: Medication Calculation &amp; Administration</td>
<td>1</td>
</tr>
<tr>
<td>NUR 314: Gerontology Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NUR 315: Fundamentals of Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 316: Fundamentals of Nursing Practice Practicum</td>
<td>3</td>
</tr>
<tr>
<td>NUR 317: Adult Nursing I</td>
<td>5</td>
</tr>
<tr>
<td>NUR 318: Clinical Management of the Adults I</td>
<td>5</td>
</tr>
<tr>
<td>NUR 410: Adult Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NUR 411: Clinical Management of the Adults II</td>
<td>5</td>
</tr>
<tr>
<td>NUR 413: Maternal/Child Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NUR 414: Clinical Management of Maternal/Child</td>
<td>3</td>
</tr>
<tr>
<td>NUR 416: Senior Clinical Preceptor</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>48</strong></td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td><strong>49</strong></td>
</tr>
<tr>
<td><strong>Credits Taken</strong></td>
<td><strong>30</strong></td>
</tr>
<tr>
<td><strong>TOTAL CREDIT HOURS</strong></td>
<td><strong>127</strong></td>
</tr>
</tbody>
</table>

Credit for these courses are reflected by a grade of “AP” on the transcript. No quality points are awarded for AP courses.

**References**

None

**Related Documents/Policies/Procedures**

General Admissions Requirements
Policy Statement
This policy defines the requirements for Americans with Disabilities as defined by the Americans with Disabilities Act (ADA) and Rehabilitation Act of 1973 who request accommodations.

Purpose
Sentara College of Health Sciences is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in the educational programs and services offered on an equal basis. The goal is to provide this opportunity in a setting that fosters independence and meets the guidelines of the ADA and the Rehabilitation Act of 1973.

Procedures
Reasonable accommodations are made on an individual basis. Appropriate services may include:

- Support, counseling and information
- Academic assistance services
- Referral services

All students requesting must be able to meet the physical and mental requirements of the program with or without accommodations. Reasonable accommodations will be determined on an individual basis. Upon enrollment, students self-certify that they are able to meet the physical and mental demands.

Students/applicants requesting accommodations must provide professional documentation of the disability to the College Counselor or 504 Compliance Officer.

a. The documentation must be prepared by a professional qualified to evaluate the specific disability. It must include this individual’s credentials if not clear from the letterhead.
b. The documentation must be current – within the past three (3) years.
c. The documentation must be comprehensive. Reports should include:
   i. Clear statement of the diagnosis and the relevant DSM code if applicable.
   ii. Description of the diagnostic tests, methods, and criteria used, including specific test results (including standardized testing score), functional impact of the disability, and the examiner’s narrative. For learning disabilities, current documentation is defined using adult norm.
   iii. Statement indicating treatments, medications, or assistive devices/services currently prescribed or in use, with a description of the mediating effects and potential side effects from such treatments.
   iv. Description of the expected progression or stability of the impact of the disability over time, particularly the next 3 years.
   v. History of previous accommodations and their impact.
vi. Recommendations for accommodations that relate to the student’s current functional limitations. ADA guidelines will also be used.

d. If there are multiple disabilities, documentation must be submitted for each disability.

e. The student may be asked for additional documentation before any decisions regarding accommodations are made. The cost of any additional information is borne by the student.

Reasonable and appropriate accommodations will be determined based on the documentation provided by the student. Human Resources or the Occupational Health physician will be consulted as needed. It is the responsibility of SCOHS personnel to comply with the approved accommodation requests. A letter will be prepared by the College Counselor or 504 Compliance Officer listing the appropriate accommodations for the student. The Counselor or Compliance Officer will deliver this information to the appropriate instructors.

After the initial decision by the Counselor or Compliance Officer, if the accommodations remain the same, it is the student’s responsibility to communicate the accommodation needs to each instructor at the beginning of each new semester/course. Instructors require sufficient notice to arrange alternate testing space, if needed. Late requests for accommodations may cause a delay in the requested service.

Students should schedule an appointment with the Counselor or Compliance Officer if they need to modify their accommodation requests, are experiencing academic difficulties, or have questions or need advice.

Confidentiality:

Disability information is treated as medical information and is thus confidential. Disability information is exempted from FERPA (The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment). Thus, this information will not be released to anyone else (Enrollment Management, instructors, parents) without a signed “Release of Information” from the student.
RESIDENT/NON-RESIDENT ALIENS AND INTERNATIONAL STUDENTS

Sentara College of Health Sciences is not an approved college for enrollment of J1, F1, and M1 non-immigrants. (Definition of a non-immigrant: An alien who seeks temporary entry into the U.S. for a specific purpose.)

Applicants to the Cardiovascular Technology, Surgical Technology, or Nursing Programs who speak English as a second language are required to take the Test of English as a Foreign Language (TOEFL) examination, unless the applicant meets the waiver criteria. This requirement applies to all international candidates who are non-native speakers of English, including applicants from countries in which English is one of the official languages but not necessarily the first language of the majority of the population or the language of instruction at all levels of education. (Examples would include British Commonwealth countries, U.S. territories/possessions, and applicants from countries where English is not the native language even though there may be schools or universities in which English is the language of instruction.)

Individuals who take the TOEFL examination will be required to demonstrate their ability to speak and comprehend English by obtaining a score of 79 on the internet-based test (this is equivalent to 213 on computer-based testing or a score of 550 on a paper-based test). Information can be obtained through Educational Testing Services at 609-771-7100 or 877-863-3546 and www.ets.org/toefl. Information may also be obtained through the SCOHS Enrollment Management Department (757-388-2666). An official copy of the TOEFL score report must be sent to the College using the institutional code for Sentara College as 5504.

The TOEFL exam can be waived for persons who meet BOTH of the following residency AND education criteria:

- Residency – Lived in the U.S. for a minimum of 24 months
- Education – Graduated from an accredited high school in the U.S. OR successfully completed the equivalent of 24 semester hours of college work applicable to a bachelor’s degree at an accredited college or university in the United States.

The Nursing or Allied Health Admissions Committee reserves the right to review applicants with extenuating circumstances on an individual basis.

Applicants who have attended foreign universities/colleges may have their coursework considered for college prerequisites. In order to have these courses considered, applicants must apply for a transcript evaluation by an approved member of the NACES agency. Acceptable member agencies are listed at www.naces.org.

Applicants who have attended colleges/universities in U.S. territories that have been approved by the U.S. Department of Education do not need to have a transcript evaluation. The student must provide proof of approval and the transcript must show all course information as outlined below:

The transcript evaluation must show the following:
- U.S. course equivalent for each course
- U.S. semester hour equivalent for each course
- U.S. grade equivalence for each course
- Calculated grade point average (if available)
The applicant should note that:

- The transcript evaluation neither guarantees Program acceptance nor eligibility for licensure/certification exams upon completion of the program
- The grade point average on the transcript evaluation must be a 2.0 (C) or better in each course in order to be considered for admission
- The applicant will be advised regarding additional prerequisite coursework needed to be admitted to the desired Program
- International applicants must take all of the pre-entrance exams given to all applicants and meet all other admission criteria
Policy Statement
This policy identifies the criteria for being readmitted to the College and the specific process for readmission. Students meeting eligibility requirements may be readmitted only once to each Program in the College of Health Sciences. (Note: Students requesting transfer to another Program, who are not in good standing, must apply for admission to the Program). Readmission is not automatic and must be approved. Placement is at the discretion of the program head and may depend on availability of seats in a course.

Purpose
The purpose of this policy is to allow students who have voluntarily withdrawn, been dismissed, or made below a “C” in any course to return to the Program for a second attempt.

Definitions
Eligibility:

A student is eligible for readmission under the following conditions:
1. He/she withdrew on their own accord (for any reason including significant life events).
2. He/she was dismissed for academic or clinical failure.

A student is ineligible for readmission if:
1. He/she was dismissed for a critical violation of the Code of Conduct Policy.
2. There was a pattern of formal counseling sessions related to the Code of Conduct throughout the Program.
3. Nursing Program only – if the student failed any two (2) courses (different courses or the same course failed two times).
4. He/she chose not to complete the Developmental Plan course (NUR 001) and/or auditing requirements after failing one nursing course.

Procedures

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL PROGRAMS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students must sign a new</td>
<td>Admissions Counselor</td>
<td>Any previous Code of Conduct violations will remain in the</td>
</tr>
</tbody>
</table>

SCOHS 2015–2016 Catalog
Students are required to meet Satisfactory Academic Progress Policy.

<table>
<thead>
<tr>
<th>ALLIED HEALTH:</th>
<th>Admissions counselor</th>
<th>Students are to contact Enrollment Management for more information on the deadline.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants must reapply by the designated deadline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The applicant must receive a recommendation for readmission from the designated Program Official.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The request for readmission may be submitted to the Admission Committee if requested by the designated Program Official.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROGRAM-SPECIFIC REQUIREMENTS FOR CVT AND ST:</td>
<td>Admissions Counselor and Program Director</td>
<td>Validation of competency includes completing all course-related CPEs (Two attempts allowed) and successfully completing clinical time as designated by the Program</td>
</tr>
<tr>
<td>Students readmitted to the program/course must return at a point designated by the Program Official. Entry into the first sequential course not previously completed is required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior to readmission, returning students must prove clinical competencies achieved in the last successfully completed clinical course.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Official. Scheduling clinical experience is based on availability of a site and personnel.

<table>
<thead>
<tr>
<th>NURSING:</th>
<th>Admissions Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants must reapply to the Program by June 1 to be considered for admission with the following January session.</td>
<td></td>
</tr>
</tbody>
</table>

**References**
None

**Related Documents/Policies/Procedures**
General Admissions Requirements
General Admissions Process
Policy Statement
The College of Health Sciences seeks to admit qualified applicants without regard to race, color, gender, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation, provided the applicant is able to meet the physical and mental standards to perform the tasks necessary to meet the requirements of the Program/Course with or without reasonable accommodation.

Purpose
The College provides multiple Programs and Courses as organized professional offerings. Each offering requires completion of specific curricula awarding a certificate or degree. Recruitment materials and exhibiting activities accurately represent the academic programs. Additionally, all academic programs follow the guidelines of the institutional accrediting agency as well as all programmatic accrediting agencies as outlined in the catalog. These guidelines direct all advertising, publications, promotional literature, and student recruitment activities for admissions and enrollment.

Definitions
None

Procedures
All College recruiting efforts are performed by qualified personnel. The following bulleted list provides detail regarding recruiting procedures:

- Individuals involved with advertising, publications, promotional literature, and exhibiting activities follow above guidelines and ensure advertising and promotional publications are reviewed/revised at least annually
- All recruitment materials and exhibiting activities are reviewed annually for accurate reflection of content contained in the online catalog, website, and other handbooks, and for consistency of all publications and exhibiting activities
- All advertising and student recruitment publications/exhibiting activities follow accreditation standards and guidelines
- Review and revision of recruitment activities, advertising, publications, and promotional literature are approved by the Corporate Marketing Department and the Executive Council of the College
- The recruitment processes for all Programs and Courses involve participation in a variety of recruiting events and use of a variety of recruitment methods throughout the academic year
- Recruiting efforts include obtaining quality applicants from the local geographic region and from diverse populations
References
None

Related Documents/Policies/Procedures
Catalog – Non-Discrimination Disclosure
Policy Statement
This policy outlines the conditions under which courses may be transferred for similar credit into the College.

Purpose
The purpose of this policy is to provide guidelines for requesting transfer of credit from courses (from colleges both in and outside of the U.S.), how transfer credits are awarded, how credits are awarded under special circumstances, such as CLEP and DANTES exams, and information about course substitutions and waivers.

Definitions
Course Substitution: Used when there is a determination that a related academic course meets the requirement, but is not a direct match.

Waiver: Used when the credit hours do not match directly from one course to another, but content is determined to be equivalent. If approved, the credit hours for the course will be waived; however, the student must still successfully complete the minimum semester hours in order to graduate. Additional general education courses can be used to attain the required credit hours for graduation.

Transfer Credit: Used when a course was taken within the major at an accredited institution, and the student is seeking transfer credit and/or Advanced Placement in the major.

Procedures
The Programs at Sentara College of Health Sciences meet the requirements of the accrediting and approval agencies. It is up to the receiving institution to determine acceptability of coursework as transferable to that institution. *Sentara College of Health Sciences makes no guarantee of transferability of credits.*

In order to apply for admission to Sentara College of Health Sciences (SCOHS), students must have attended an accredited institution following graduation from high school or receipt of a GED or home school verification. Official transcripts from all colleges attended must be submitted for credits to be considered for official transfer into SCOHS. The institution from which courses may be transferred must be accredited by an agency recognized by the Secretary of Education of the U.S. Department of Education.
The credits must be earned while the applicant was enrolled in a four-year program leading to a baccalaureate degree or in a two-year program designed by the sending institution as a transfer program to be carried to a four-year program.

**Requesting Transfer of Credit:**

In order to request transfer credit for courses, the request should be made **prior** to the beginning of the program of study. No request will be accepted following the last day of the Drop/Add period in the first semester of the program of study. If you feel you have taken any nursing classes (i.e., Nutrition/Diets) that could potentially transfer and would like to have the course reviewed, you must request a course review specifically for these courses.

**Requesting Transfer of Credit for Courses Taken at Colleges/Universities Outside of the U.S.:**

Applicants requesting approval for prerequisite credits from institutions outside of the United States must obtain an official foreign transcript evaluation by an approved National Association of Credentialing Education Services (NACES) agency. Each institution must have courses with similar breadth of content to those approved by SCOHS and taught by faculty members with similar qualifications. Courses are evaluated on an individual basis for transferability.

**Awarding of Transfer Credit:**

1. SCOHS will award Transfer of Credit on evidence that the course content and instruction meets the requirements for the programs required by the accrediting agencies. Courses that may be transferred for credit are those that either:
   - Are taken to meet the general education prerequisite requirements of the Program, or
   - Meet the requirements of one or more of the courses in the department.

2. Courses are considered on a course-by-course basis instead of an hour-by-hour basis, with regard to the content of the course. For courses taken in quarter hours, the credits will be converted to semester hours, with one quarter hour being equal to two-thirds of one semester hour. (For example, a 3.0 quarter hour course will transfer as 2.0 semester hours.)

3. Credit is awarded by review of course description, outline, syllabus, and/or faculty credentials and is reflected with a grade of “TR” on the transcript. No quality points are awarded for transfer courses on the SCOHS transcript.

4. Students requesting Advanced Placement in the Nursing Program must submit nursing course description, outline, and syllabus for any course to be considered for credit award (see Advanced Placement policy).

5. Credit for courses taken at accredited institutions will be reviewed by Recruitment, Admissions, or the Dean of Academic Affairs for level and content.

6. In order to be considered for transfer, courses must be minimally at a 100-level, and the student must have received a minimum grade of C-. Courses that meet these criteria will be reviewed using a standardized process, including the Approved List of Transfer Courses and course descriptions from the respective institutions. Decisions regarding the awarding of credits are made by qualified SCOHS faculty members and by department dean or Program Director.
Awarding Credit for the Following:

SCOHS awards academic credit for the following:

- **International Baccalaureate (IB) Coursework**: Minimum scoring for IB coursework varies by course
- **College Board Advanced Placement Coursework**: Students who have achieved a score of 3, 4, or 5 on AP courses are awarded academic credit based on the scores achieved (3 = C, 4 = B, 5 = A)
- **CLEP**: Students who have taken examinations through the College Level Examination Program (CLEP) are awarded a grade based on score achieved (50–59 = C, 60–69= B, 70+ = A)
- **DANTES**: Defense Activity for Non-Traditional Education Support (DANTES) exams are also accepted. Minimum scoring for DANTES exams varies by exam. Grade equivalents are entered into the transcript based on the official scores reported on the transcript
- **SMART or AARTS**: Courses taken within military programs and submitted via Sailor/Marine American Council on Education Registry Transcript (SMART) or Army/ACE Registry Transcript System (AARTS) will be evaluated individually, based on review and recommendations from the American Council on Education (ACE)
- **Excelsior College Examination (ECE)**: Students who have achieved a minimum grade of C on the ECE for Anatomy & Physiology are awarded academic credit based on the official reported grade

Course Substitutions/Waivers/Transfer Credit Process:

See definitions for course substitutions, waivers, and transfer credit under “Definitions.”

Students wishing to receive approval for course substitution, waiver, or transfer credit within the major must complete the appropriate form and submit to the Admissions Office for evaluation.

- **NOTE**: RN to BSN students are not eligible to have course substitutions, waivers, or transfer credit within the major.

Waivers in the Nursing Program:

**BSN candidates** who can provide proof of one of the following degrees will have some general education courses waived:

- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of Arts and Sciences (AA&S)
- Any Bachelor’s Degree

**Second degree BSN candidates** may have the following general education courses waived:

- Oral Communication
- Ethics
- Introduction to Sociology
- Introduction to Psychology
- Fine Arts Elective
- Humanities Elective
- History Elective

RN to BSN candidates who can provide proof of an AA, AS, AA&S, or any bachelor’s degree may have general education and prerequisite credits from the first degree applied, if suitable toward the requirements for the BSN.

References

None

SCOHS 2015–2016 Catalog
Related Documents/Policies/Procedures
Course Substitution/Waiver/Transfer Credit form
Approved List of Transfer Courses
Advanced Placement Policy
Philosophy

The faculty believe that Cardiovascular Technology is a profession in which its practitioners integrate caring with the competencies of assessment, technical interventions, communication, critical thinking, management, leadership, teaching, and knowledge integration to provide diagnostic services to clients in the cardiac catheterization lab, electrophysiology lab, and ultrasound clinics. The field of Cardiovascular Technology delivers a variety of cardiovascular services to a diverse client population in the healthcare setting. The profession, through the cooperative efforts of its members, continues to evolve and strives to implement effective standards of practice and fiscal stewardship, in order to promote cardiovascular health for its consumers. Cardiovascular Technology is an essential discipline that collaborates with other disciplines to promote positive cardiovascular outcomes using approved protocols.

The faculty believe that education is most effectively implemented through a competency-based, interactive, dynamic, and collaborative process of shared responsibility for teaching and learning. Teaching is a facilitative process of selecting and structuring learning experiences designed to promote the achievement of competency outcomes essential for contemporary practice. Learning is an interactive process of acquiring the knowledge, skills, and values needed to achieve the required competency outcomes, and is most effectively accomplished through focused individual and group activities. Faculty guides students to incorporate the principles of ethical behavior, to respect the rights, dignity, and cultural diversity of others, and to demonstrate responsibility and accountability for professional practice and personal growth. The curriculum is most effective because it promotes flexibility for learners with diverse circumstances and needs, and holds them responsible for ongoing and progressive achievement of competence for practice.

Graduates of the Cardiovascular Technology Program are prepared at an entry level to be competent, caring, self-directed, and accountable members of the healthcare team. Cardiovascular Technologists function effectively in the roles of caregiver, advocate, teacher, and team member to deliver technical services to clients in the cardiac catheterization lab, electrophysiology lab, echocardiography lab, or peripheral vascular lab. They are prepared to work collaboratively with clients and the healthcare team, and to provide essential information and assistance to achieve preferred cardiovascular outcomes. Graduates are responsible for ongoing professional development to increase competency in the ever-changing healthcare environment.

Competencies

As an academic program, guided by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Cardiovascular Technology faculty members utilize the following competencies to underpin the curriculum:

- Humanistic Caring and Relationship
- Assessment
- Technical Interventions
- Communication
- Critical Thinking
- Management and Leadership
- Knowledge Integration

Through the incorporation of these competencies throughout the Cardiovascular Technology curriculum, students develop the knowledge, skills, and abilities needed in today’s dynamic healthcare environment.
**Purpose Statement**

The four Programs in the School of Allied Health’s Department of Cardiovascular Technology award an Associate of Applied Science degree, and encompass areas of diagnostic evaluation and interventional/therapeutic procedures, which prepare healthcare individuals in Invasive Cardiovascular Technology, Cardiac Electrophysiology, Adult Echocardiography, or Non-invasive Vascular Technology to meet the human resource needs of Sentara Healthcare and the communities it serves. The faculty in all Programs are dedicated, experienced, and credentialed individuals who are passionate about their profession and the students they teach.

**Required General Education Courses:**

**COLLEGE LEVEL:**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I &amp; II w/lab</td>
<td>8</td>
</tr>
<tr>
<td>College Chemistry w/lab</td>
<td>4</td>
</tr>
<tr>
<td>College Physics w/lab</td>
<td>4</td>
</tr>
<tr>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Fine Art OR Humanities Elective</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Applicants must complete Anatomy & Physiology I w/lab, one other science, and 2 other courses from the required prerequisites with a “C” or better to apply. All remaining general education courses must be completed prior to beginning the Program.

**Program-Specific Advanced Placement** – For information on Advanced Placement, please see Advanced Placement Policy.

**CVT Program Start Dates:** August of each year

**ADULT ECHOCARDIOGRAPHY PROGRAM**

The Adult Echocardiography Program uses multimodal strategies in the delivery of healthcare education to prepare graduates to take the Registered Cardiac Diagnostic Sonography exam through Cardiovascular Credentialing International (CCI) or the American Registry for Diagnostic Medical Sonography (ARDMS).

**Program Goals**

A. All graduates will develop and maintain a professional attitude as an Adult Echocardiographer, striving for excellence in skills and knowledge, sharing knowledge and skills with others, caring for self, caring for and supporting patients, and protecting patients’ rights, privacy and dignity, and continue life-long learning habits and professional growth.

B. Graduates will sit for the Registered Cardiac Diagnostic Sonography national certification exam offered by Cardiovascular Credentialing International (CCI) or the American Registry for Diagnostic Medical Sonography (ARDMS).

**Student Learning Outcomes**

A. Communicate effectively with the client and the healthcare team.
B. Display professionalism in the classroom, skills lab, and clinical setting.
C. Practice inter-professional collaboration and positive role-modeling for other healthcare professionals.
D. Comply with patient privacy laws maintaining strict client confidentiality during the performance of cardiac ultrasound tests.
E. Hypothesize potential findings of cardiac ultrasound studies from the client’s history and presenting symptoms.
F. Construct a preliminary report from a student-produced cardiac ultrasound study using appropriate protocols.
G. Correlate client history, presenting symptoms, and ancillary test results with the results of the cardiac ultrasound procedure.

CARDIAC ELECTROPHYSIOLOGY PROGRAM

The Cardiac Electrophysiology Program uses multimodal strategies in the delivery of healthcare education to prepare graduates to take the Registered Cardiovascular Electrophysiology Specialist (RCES) exam through Cardiovascular Credentialing International (CCI).

Program Goals
A. All graduates will develop and maintain a professional attitude as a Cardiac Electrophysiology Technologist, striving for excellence in skills and knowledge, sharing knowledge and skills with others, caring for self, caring for and supporting patients, and protecting patients’ rights, privacy and dignity, and continue life-long learning habits and professional growth.
B. Graduates will sit for the Registered Cardiovascular Electrophysiology Specialist (RCES) certification exam offered by Cardiovascular Credentialing International (CCI).

Student Learning Outcomes
A. Communicate effectively with the client and the healthcare team.
B. Display professionalism in the classroom, skills lab, and clinical setting.
C. Practice inter-professional collaboration and positive role-modeling for other healthcare professionals.
D. Integrate knowledge of modalities, procedures, and equipment to promote competent care in the cardiac electrophysiology lab.
E. Comply with patient privacy laws maintaining strict client confidentiality during the performance of cardiac electrophysiology procedures.
F. Hypothesize the findings of a cardiac electrophysiology procedures from the client’s history and presenting symptoms.
G. Correlate client history, presenting symptoms, and ancillary test results with the results of the cardiac electrophysiology procedure.

INVASIVE CARDIOVASCULAR TECHNOLOGY PROGRAM

The Invasive Cardiovascular Technology Program uses multimodal strategies in the delivery of healthcare education to prepare graduates to take the Registered Cardiovascular Invasive Specialist (RCIS) exam through Cardiovascular Credentialing International (CCI).

Program Goals
A. All graduates will develop and maintain a professional attitude as an Invasive Cardiovascular Technologist, striving for excellence in skills and knowledge, sharing knowledge and skills with
others, caring for self, caring for and supporting patients, and protecting patients’ rights, privacy and dignity, and continue life-long learning habits and professional growth.

B. Graduates will challenge the Registered Cardiovascular Invasive Specialist (RCIS) certification exam offered by Cardiovascular Credentialing International (CCI).

Student Learning Outcomes
A. Communicate effectively with the client and the healthcare team.
B. Display professionalism in the classroom, skills lab, and clinical setting.
C. Practice inter-professional collaboration and positive role-modeling for other healthcare professionals.
D. Comply with patient privacy laws maintaining strict client confidentiality during the performance of a cardiac catheterization procedure.
E. Hypothesize the findings of a cardiac catheterization procedure from the client’s history and presenting symptoms.
F. Integrate knowledge of modalities, procedures, and equipment to provide quality care to the client during a procedure in the cardiac catheterization lab.
G. Correlate client history, presenting symptoms, and ancillary test results with the results of the cardiac catheterization procedure.

NON-INVASIVE VASCULAR TECHNOLOGY PROGRAM

The Non-invasive Vascular Technology Program uses multimodal strategies in the delivery of healthcare education to prepare the graduate to take the Registered Vascular Technologist (RVT) exam through Cardiovascular Credentialing International (CCI) or the American Registry for Diagnostic Medical Sonography (ARDMS).

Program Goals
A. All graduates will develop and maintain a professional attitude as a Non-invasive Vascular Technologist, striving for excellence in skills and knowledge, sharing knowledge and skills with others, caring for self, caring for and supporting patients, and protecting patients’ rights, privacy and dignity, and continue life-long learning habits and professional growth.
B. Graduates will sit for the Registered Vascular Technologist (RVT) certification exams offered by Cardiovascular Credentialing International (CCI) or the American Registry for Diagnostic Medical Sonography (ARDMS).

Student Learning Outcomes
A. Communicate effectively with the client and the healthcare team.
B. Display professionalism in the classroom, skills lab, and clinical setting.
C. Practice inter-professional collaboration and positive role-modeling for other healthcare professionals.
D. Comply with patient privacy laws maintaining strict client confidentiality during the performance of non-invasive vascular studies.
E. Hypothesize potential findings of a non-invasive vascular study from the client’s history and presenting symptoms.
F. Produce a non-invasive vascular study using appropriate protocols.
G. Correlate client history, risk factors, presenting symptoms, physical exam, and ancillary test results with the results of the noninvasive vascular study.
## ADULT ECHOCARDIOGRAPHY Credit Analysis and Curriculum Plans
*(Students entering August 2015)*
*(50-minute class hours)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Junior Year – Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AHS 101</td>
<td>Medical Ethics</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>AHS 102</td>
<td>Introduction to Healthcare</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>AHS 103</td>
<td>Healthcare Risk &amp; Safety (7 weeks)</td>
<td>2</td>
<td>30</td>
<td>0</td>
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<tr>
<td>AHS 120</td>
<td>Medical Terminology</td>
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<td>30</td>
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<tr>
<td>CVT 100</td>
<td>Rhythm Analysis (7 weeks)</td>
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<td>15</td>
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<td>CVT 101</td>
<td>Cardiovascular Anatomy &amp; Physiology</td>
<td>2</td>
<td>30</td>
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<tr>
<td>CVT 105</td>
<td>Beginner Ultrasound Physics &amp; Instrumentation</td>
<td>2</td>
<td>30</td>
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<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>13</td>
<td>195</td>
<td>0</td>
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<tr>
<td><strong>Junior Year – Spring Semester</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CVT 150</td>
<td>Intermediate Ultrasound Physics &amp; Instrumentation</td>
<td>3</td>
<td>45</td>
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<tr>
<td>ECH 100</td>
<td>Fundamentals of Echocardiography</td>
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<td>75</td>
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<tr>
<td>ECH 111</td>
<td>Echocardiography Procedures Lab I</td>
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<td>ECH 112</td>
<td>Echocardiography Clinical Rotation I</td>
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<td><strong>TOTAL</strong></td>
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**TOTAL FOR INV:** 56 435 135 1080 0
# CARDIAC ELECTROPHYSIOLOGY Credit Analysis and Curriculum Plans
(Students entering August 2015)
(50-minute class hours)

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<th>Lecture Hours</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
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<td><strong>435</strong></td>
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## Essential PHYSICAL & MENTAL REQUIREMENTS

**Job Title:** Cardiac Electrophysiology  
**Job Code:** 1812 AC

### Physical Demands

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<tr>
<th>Activity</th>
<th>Continuous Over 70%</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Walking</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Climbing</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Bending</td>
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<td>Crouching</td>
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<tr>
<td>Pushing/Pulling</td>
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<tr>
<td>Lifting/Lowering</td>
<td></td>
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<tr>
<td></td>
<td>1-15 lbs.</td>
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<tr>
<td>Fine Hand/Eye Coordination</td>
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### Mental Demands

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<tbody>
<tr>
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<tr>
<td>Oral Communication</td>
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### Working Conditions

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<tbody>
<tr>
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<tr>
<td>Exposure to toxins, cytotoxins, poisons</td>
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<tr>
<td>Exposure to extreme heat, cold, temp fluctuations</td>
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<tr>
<td>Exposure to radiation</td>
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<td>Other</td>
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## Essential

### PHYSICAL & MENTAL REQUIREMENTS

**Job Title:** Cardiovascular Invasive Specialist (Cath)

**Job Code:** 1811AC

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<th>Occasional 15%-39%</th>
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<td>Walking</td>
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<tr>
<td>1-15 lbs.</td>
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<tr>
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<table>
<thead>
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<th>Working Conditions</th>
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</thead>
<tbody>
<tr>
<td>Exposure to blood and body fluids</td>
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<td>Exposure to toxins, cytotoxins, poisons</td>
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<tr>
<td>Other</td>
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## PHYSICAL & MENTAL REQUIREMENTS

**Job Title:** Echocardiographer  
**Job Code:** 1815AC

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<td>Pushing/Pulling</td>
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<td>Carrying</td>
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<td>Lifting/Lowering 1-15 lbs.</td>
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<tbody>
<tr>
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<td>Ability to Remember multiple tasks</td>
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<td>Written Communication</td>
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<table>
<thead>
<tr>
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<td>Exposure to radiation</td>
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<td>Crouching</td>
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<td>Pushing/Pulling</td>
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<tr>
<td>Fine Hand/Eye Coordination</td>
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<tr>
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<table>
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<td>Exposure to radiation</td>
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## TUITION & FEES

**ADULT ECHOCARDIOGRAPHY**

**EFFECTIVE AUGUST 2015**

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<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
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**August 2015—December 2015**: Tuition is $317.00 per credit hour. Starting January 2016, tuition rate is $333.00 per credit hour.

Fee for Semester 4 includes Registry Exam Fee (ARDMS or CCI).

Fees do not cover textbooks and uniforms. The estimated cost for required texts and uniforms is: $1,500.00.
TUITION & FEES
CARDIAC ELECTROPHYSIOLOGY
EFFECTIVE AUGUST 2015

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</table>

August 2015–December 2015: Tuition is $ 317.00 per credit hour. Starting January 2016, tuition rate is $ 333.00 per credit hour.
Fees for Semester 4 includes Registry Exam Fee (CCI).
Fees do not cover textbooks and uniforms. The estimated cost for required texts and uniforms is: $1,550.00.
TUITION & FEES
INVASIVE CARDIOVASCULAR TECHNOLOGY
EFFECTIVE AUGUST 2015

<table>
<thead>
<tr>
<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>13</td>
<td>Credits</td>
</tr>
<tr>
<td>Tuition</td>
<td>$ 4,121.00</td>
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<tr>
<td>Fees</td>
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</tr>
<tr>
<td>Tech</td>
<td>$ 350.00</td>
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<tr>
<td>Total</td>
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<table>
<thead>
<tr>
<th>Semester # 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>15</td>
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<tr>
<td>Tuition</td>
<td>$ 4,995.00</td>
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<td>Tech</td>
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</table>

August 2015–December 2015: Tuition is $ 317.00 per credit hour. Starting January 2016, tuition rate is $ 333.00 per credit hour.
Fees for Semester 4 includes Registry Exam Fee (CCI).
Fees do not cover textbooks and uniforms. The estimated cost for required texts and uniforms is: $ 1,550.00.
## TUITION & FEES
### NON-INVASIVE VASCULAR STUDY
#### EFFECTIVE AUGUST 2015

<table>
<thead>
<tr>
<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Tuition</td>
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<td>Fees</td>
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<tr>
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<td><strong>Credits</strong></td>
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<tr>
<td>Tuition</td>
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August 2015–December 2015: Tuition is $ 317.00 per credit hour. Starting January 2016, tuition rate is $ 333.00 per credit hour.

Fees for Semester 4 includes Registry Exam Fee (ARDMS or CCI).

Fees do not cover textbooks. The estimated cost of required books for this program is $ 1,350.00.
SCHOOL OF ALLIED HEALTH
DEPARTMENT OF SURGICAL TECHNOLOGY
SURGICAL TECHNOLOGY PROGRAM

**Philosophy**
The faculty believe that Surgical Technology is a profession in which its practitioners integrate caring with the competencies of assessment, technical interventions, communication, critical thinking, management, leadership, teaching, and knowledge integration to provide peri-operative care to the surgical client. Surgical Technology integrates the use of highly technical surgical instrumentation, equipment, and procedures to promote optimal health outcomes to clients across the lifespan from diverse cultural, racial, and ethnic backgrounds and with diverse surgical needs in various healthcare settings. The profession, through the cooperative efforts of its members, continues to evolve and promote effective standards of practice and fiscal stewardship to promote health for clients. Surgical Technology is an essential discipline that functions collaboratively with other disciplines to promote preferred health-related outcomes using approved surgical protocols.

The faculty believe that Surgical Technology education is most effectively implemented through a competency-based, interactive, dynamic, and collaborative process of shared responsibility for teaching and learning. Teaching is a facilitative process of selecting and structuring learning experiences designed to promote the achievement of competency outcomes essential for contemporary practice. Learning is an interactive process of acquiring the knowledge, skills, and values needed to achieve the required competency outcomes and is most effectively accomplished through focused individual and group activities. Faculty guides students to incorporate the principles of ethical behavior, to respect the rights, dignity, and cultural diversity of others, and to demonstrate responsibility and accountability for professional practice and personal growth. The curriculum is most effective because it promotes flexibility for learners with diverse circumstances and needs, and holds them responsible for ongoing and progressive achievement of competence for practice.

Graduates of the Surgical Technology Program are prepared at the beginning level to be competent, self-directed, and accountable members of the profession and the healthcare team. Surgical Technologists function effectively in the roles of caregiver, advocate, teacher, and team member for clients in the operating room. They are prepared to work collaboratively with clients and the healthcare team and to provide essential information and assistance to achieve preferred health-related outcomes. Graduates are responsible for ongoing professional development through continuing education to increase competency in the ever-changing healthcare environment.

**Competencies**
As an academic program, guided by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the Surgical Technology faculty members utilize the following competencies to underpin the curriculum:

- Humanistic Caring and Relationship
- Assessment
- Technical Interventions
- Communication
- Critical Thinking
- Management and Leadership
- Knowledge Integration

Through the incorporation of these competencies throughout the Surgical Technology curriculum, students develop the knowledge, skills, and abilities that are needed in today’s ever-changing healthcare environment.
**Purpose Statement**
The School of Allied Health, Surgical Technology Department awards an Associate of Applied Science degree, which prepares healthcare individuals as integral members of the direct care team in the preparation and execution of surgical intervention to meet the human resource needs in Surgical Services of Sentara Healthcare and the communities it serves. The Program uses multimodal strategies in the delivery of the Program courses to prepare graduates to take the Certified Surgical Technologist (CST) exam. The faculty in the Program are dedicated, experienced, and credentialed individuals who are passionate about their profession and the students they teach.

**Program Goals**
A. Graduates will perform as competent entry-level Surgical Technologists in the cognitive, psychomotor, and effective learning domains.
B. Graduates are prepared to take the national certification test to become Certified Surgical Technologists (CST) through the National Board of Surgical Technology and Surgical Assisting (NBSTSA) exam.

**Student Learning Outcomes**
Upon completion of the Sentara College of Health Sciences Surgical Technology Program, graduates of the Program will be able to:
A. Integrate knowledge of the biological sciences into the role of the Surgical Technologist.
B. Use effective communication to interact with patients and other members of the healthcare team.
C. Demonstrate principles of surgical asepsis and surgical conscience.
D. Demonstrate safe practice within the peri-operative environment.
E. Differentiate surgical instruments and their application.
F. Correlate the elements of surgical pharmacology and applications of anesthesia for the peri-operative patient.
G. Integrate patient safety practice throughout pre-operative, intra-operative and post-operative routines.

**Required General Education Courses:**

**COLLEGE LEVEL:**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy &amp; Physiology I &amp; II w/lab</td>
<td>8</td>
</tr>
<tr>
<td>Microbiology w/lab</td>
<td>4</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
</tr>
<tr>
<td>Psychology or Sociology</td>
<td>3</td>
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<tr>
<td>Fine Arts Elective</td>
<td>3</td>
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<tr>
<td>College Algebra</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
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</table>

Applicants must complete Anatomy & Physiology I w/lab, one other science, and two other courses from the required pre-requisites with a “C” or better to apply. All remaining general education courses must be completed prior to beginning the program.

**Program-Specific Advanced Placement** – For information about Advanced Placement, please see Advanced Placement Policy.

**ST Program Start Dates** – August of each year.
# SURGICAL TECHNOLOGY Credit Analysis and Curriculum Plans

(Students entering August 2015)

*(50-minute class hours)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Junior Year – Fall Semester (16 Weeks)</strong></td>
<td></td>
<td></td>
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<tr>
<td>AHS 100</td>
<td>Principles of Sterility Controls (7 weeks)</td>
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<td>Medical Ethics</td>
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<td>AHS 102</td>
<td>Introduction to Healthcare</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>180</strong></td>
<td><strong>135</strong></td>
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<tr>
<td></td>
<td><strong>Junior Year – Spring Semester</strong></td>
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<td>AHS 150</td>
<td>Pharmacology for Allied Health Students</td>
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<td>ST 112</td>
<td>Concepts of Surgical Case Management (7 weeks)</td>
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<td>ST 111</td>
<td>Applications in Surgical Case Management Lab (7 weeks)</td>
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<td>ST 130</td>
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<td><strong>TOTAL</strong></td>
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<td>Lecture Hours</td>
<td>Skills Lab</td>
<td>Clinical Hours</td>
<td>Simulation Hours</td>
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<td>ST 220</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>225</strong></td>
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## Essential PHYSICAL & MENTAL REQUIREMENTS

**Job Title:** Surgical Tech  
**Job Code:** 6402AC

<table>
<thead>
<tr>
<th>Physical Demands</th>
<th>Continuous Over 70 %</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking</td>
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<td></td>
<td></td>
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<tr>
<td>Climbing</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Bending</td>
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<td></td>
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<tr>
<td>Crouching</td>
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<tr>
<td>Pushing/Pulling</td>
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<tr>
<td>Carrying</td>
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<tr>
<td></td>
<td>15-30 lbs.</td>
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<tr>
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<td>30-50 lbs.</td>
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<td>Over 50 lbs.</td>
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<td>Fine Hand/Eye Coordination</td>
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<td></td>
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<tr>
<td>Color Discrimination</td>
<td>X</td>
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<td></td>
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</tr>
<tr>
<td>Hearing Acuity</td>
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</table>

<table>
<thead>
<tr>
<th>Mental Demands</th>
<th>Continuous Over 70 %</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
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</thead>
<tbody>
<tr>
<td>Concentration on Detail</td>
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<tr>
<td>Attention Span of 1+ hours on a task</td>
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<tr>
<td>Ability to Remember multiple tasks</td>
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<tr>
<td>Oral Communication</td>
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<td>Written Communication</td>
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<table>
<thead>
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<th>Working Conditions</th>
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</thead>
<tbody>
<tr>
<td>Exposure to blood and body fluids</td>
<td>X</td>
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<tr>
<td>Exposure to toxins, cytotoxins, poisons</td>
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<tr>
<td>Exposure to extreme heat, cold, temp fluctuations</td>
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<tr>
<td>Exposure to radiation</td>
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<tr>
<td>Other</td>
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</table>


TUITION & FEES
SURGICAL TECHNOLOGY
EFFECTIVE AUGUST 2015

<table>
<thead>
<tr>
<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>15</td>
<td>Credits</td>
</tr>
<tr>
<td>Tuition</td>
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<td>Tech</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 5,302.00</strong></td>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Semester # 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>13</td>
</tr>
<tr>
<td>Tuition</td>
<td>$ 4,329.00</td>
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<tr>
<td>Fees</td>
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<td>Tech</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$ 5,044.00</strong></td>
</tr>
</tbody>
</table>

August 2015–December 2015: Tuition is $ 317.00 per credit hour. Starting January 2016, tuition rate is $ 333.00 per credit hour.
Tuition includes fee for CST exam fee.
Fees do not cover textbooks and uniforms. The estimated cost for required texts and uniforms is: $ 1,050.00.
SCHOOL OF NURSING

Philosophy

The faculty is dedicated to providing students with the opportunity to acquire the knowledge, skills, and abilities to become professional nurses and nurse leaders who are prepared to respond to changing healthcare needs and patterns of healthcare delivery. The faculty uses the following beliefs to inform and guide its mission:

**Health**
Health is more than wellness; it is a dynamic process throughout the lifespan. It is a diverse continuum from illness to wellness in addition to the restoration of health and the prevention of disease. Health is supported through collaborative effort and evidence-based research, and it extends from the individual to the global community. Utilizing holistic ideals and frameworks, health education and health promotion support healing.

**Nursing**
Nursing is the professional practice of the art and science of caring. Nursing’s holistic perspective necessitates involvement in a broad range of scholarly inquiries and professional nursing actions. These actions are bound by professional values and ethics, a moral framework, and the legal parameters of the society to which nursing is accountable. The translation of knowledge into action will impact the client, including the individual, family, community, or aggregate, through mentoring, leadership, and advocacy. Further obligation to that society entails providing service to enhance the quality of life, lead social change, and educate for optimal health and wellness.

**Student**
The student is a compassionate, holistic, diverse individual who has “the calling.” Each individual is endowed with a passion for active lifelong learning. He/she will maximize the opportunities provided in the educational arena by utilizing intellectual curiosity and a respectful, questioning attitude. The student translates knowledge into action as he/she becomes an independent thinker with a global world view.

**Learning environment**
A healthy, student-centered learning environment is one that is driven by authenticity and empowers the student to learn in their own individual style. A healthy learning environment is imbued with non-judgmental, intellectual curiosity and collaboration through caring and mutual respect.

**Competencies**
As an academic program, guided by The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008), the nursing faculty members utilize the following competencies to underpin the curriculum:
- Patient and family-centered care
- Teamwork and collaboration, incorporating inter-professional communication and collaboration
- Evidence-based practice, incorporating the ACE Star Model
- Quality improvement and patient safety, engaging the principles set forth by Det Norske Veritas (DNV)
- Healthcare informatics
Through the incorporation of these competencies throughout the nursing curriculum, students develop the knowledge, skills, and attitudes that are needed in today’s ever-changing healthcare environment.

**Purpose Statement**

The purpose of Sentara College of Health Sciences Department of Nursing is to:

1. Educate student nurses at the baccalaureate level using a learner-centered, lifelong learning approach to provide the highest quality of healthcare to individuals, groups, and communities as well as to effectively respond to the changing healthcare needs of society.

2. Educate student nurses to provide high-quality healthcare services to the community through a range of nursing activities with diverse populations in a variety of settings.

3. Educate student nurses to provide the highest quality of care within the context of the diverse, dynamic, and challenging healthcare environment.

**Program Goals**

The goals of the Nursing Program are to provide the foundation base, environments, and experiences to:

1. Ensure that students:
   a. Utilize systematic assessment and critical analysis of the care situation, the technology available, best evidence, best practice, cultural considerations, and ethical tenets to deliver client-centered care that is ethical, safe, effective, timely, and equitable;
   b. Employ communication, relationship-building, quality improvement, management, and leadership skills to promote healthcare teamwork to affect the highest quality, client-centered care;
   c. Constantly seek to identify, develop, implement, and maintain best healthcare practices with other healthcare team members to optimize client health;
   d. Develop self-analysis and lifelong learning skills to identify and maximize personal and professional opportunities for growth;
   e. Improve the quality of healthcare delivery through participation in political, regulatory, and organizational processes; and
   f. Facilitate a sense of community and service by actively participating in peer mentoring.

2. Ensure that faculty:
   a. Prepare professional nurses to practice in a complex and changing healthcare environment to meet the needs of diverse populations through innovative and flexible programs; and
   b. Integrate teaching, practice, and research throughout the curriculum.

**Student Learning Outcomes**

Upon completion of the Sentara College of Health Sciences Nursing Program, graduates of the BSN Program will be able to:

- Combine theoretical knowledge from the sciences, humanities, and nursing as a base for clinical reasoning
- Provide safe, competent, and effective nursing care to clients throughout the lifespan
- Design comprehensive therapeutic nursing care in partnership with individuals, families, groups, and communities
• Collaborate within inter-professional healthcare teams to effect the highest quality, client-centered care
• Generate professional practice that focuses on health promotion and management of health alterations from a holistic perspective
• Apply research findings to promote evidence-based practice
• Demonstrate values, integrity, and behaviors consistent with the culture of professional nursing
• Participate in political, regulatory, and healthcare organizational processes.

Note: The Nursing Department offers two Programs, Traditional BSN and RN to BSN.
SCHOOL OF NURSING – GENERAL ADMISSION REQUIREMENTS

The Department of Nursing has two separate Programs:

- **Traditional BSN (including LPN and EARN [Early Admission Option for High School Seniors])**
  – See table below for general education requirements
  *For the BSN Program, candidates must have a minimum of 30 credit hours, including all required general education courses as noted below (X – first column) to apply for admission. All remaining general education requirements must be completed prior to the start of the Program.*

- **RN to BSN** – See table below for general education requirements
  *For the RN to BSN Program, candidates must have a minimum of 25 credit hours of general education requirements or proof of degree listed below to apply for admission. RN to BSN candidates must have all applicable general education courses listed on table below completed prior to the start of the Program.*

I. **Second Degree Seeking Option for Both Programs**

Traditional BSN and RN to BSN candidates who can provide proof of one of the following degrees will have some general education courses waived:

- Associate of Arts (AA)
- Associate of Arts and Sciences (AA&S)
- Associate of Science (AS)
- Any bachelor’s degree

The following general education courses are waived for second degree Traditional BSN candidates:
- Oral Communication
- Ethics
- Introduction to Sociology
- Introduction to Psychology
- Fine Arts Elective
- Humanities Elective
- History Elective

II. **Second Degree Seeking RN to BSN** candidates must provide proof of eligible degree and 42 credits of non-nursing coursework with a “C-” or higher.

<table>
<thead>
<tr>
<th>General Education Requirements</th>
<th>Credit Hours</th>
<th>Required prior to application BSN</th>
<th>Required prior to program start date BSN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry with lab</td>
<td>4</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td>4</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>English Composition I</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>English Composition II</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Microbiology with lab</td>
<td>4</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fine Arts Elective</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>History Elective</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Humanities Elective</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. Application for Both Programs – BSN and RN to BSN

In order to be considered the applicant must:

- Complete all required prerequisites above, including minimum required credit hours and courses
- Submit all transcripts
- Take required pre-admission test (Test of Essential Academic Skills [TEAS])
  - EARN and licensed RNs are exempt from this requirement
- For LPN – have an unencumbered valid LPN license in the Commonwealth of Virginia
- For licensed RN – have an unencumbered valid RN license from the state in which he/she practices
- Obtain a satisfactory score on Test of English as a Foreign Language (TOEFL), if applicable (see non-resident policy)

IV. Early Admission Option for High School Seniors (EARN)

In order to apply the candidate must:

- Be a senior in high school
- Have a high school GPA of 3.5 or better at the time of application and upon graduation from high school
- Apply between January 1 and June 1 of senior year
- Have SAT scores of a minimum of 500 in reading and 500 in math OR an ACT score of 21

Upon meeting the above criteria, he or she will receive conditional acceptance to the BSN Program. This will guarantee the candidate a seat in the BSN Program if he/she meets ALL of the Program’s criteria as outlined below:

- Complete a minimum of 30 credit hours by the end of spring semester of freshman year. The 30 credit hours must include Chemistry with lab, Anatomy and Physiology I with lab, English Composition I and II, Statistics, and Developmental Psychology
- Maintain a cumulative GPA of 3.3 on all college transcripts OR maintain a GPA of 3.3 on Program-required general education courses and a “C” or better on other general education/elective courses
- While completing general education prerequisites, candidate must meet with the Admission Counselor at Sentara College at the end of each semester and provide unofficial transcripts for coursework completed and proof of the following semester enrollments. It is the responsibility of the candidate to contact the Admissions Counselor for confirmation of acceptable general education courses and guidance as needed

NOTE: If the candidate does not complete the above criteria successfully, his/her application will be withdrawn from the EARN program and he/she will be considered with the pool of traditional applicants.
V. Admission Deadlines and Decisions

<table>
<thead>
<tr>
<th>Application Deadlines:</th>
<th>Admission Decisions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional BSN Applicants: June 15 for start the following January</td>
<td>June 30</td>
</tr>
<tr>
<td>EARN: June 1 of senior year in high school</td>
<td>June 15 (at completion of freshman year of college)</td>
</tr>
<tr>
<td>RN to BSN: Rolling admissions</td>
<td>Decisions will be made on a rolling basis as applications are received</td>
</tr>
</tbody>
</table>

VI. Program Start Dates

Traditional BSN – January of each year
RN to BSN – January and August of each year

VII. Transfer From Another Nursing School

Applicants requesting to transfer from another nursing program must be currently enrolled in the program and are required to:
- Meet all admission requirements and provide all required documentation (TEAS testing is waived)
- Submit an official transcript from all previously attended schools of nursing. The cumulative GPA from the previous program(s) must be at least a 3.0 on a 4.0 scale.

For a nursing course to be considered for transfer credit, the applicant must:
- Have attended an NLNAC or CCNE accredited nursing program
- Submit copies of course descriptions and syllabi
- Have a grade of “C” or better

All transfer students are required to take a minimum of 30 credit hours at SCOHS in order to receive the Bachelor of Science in Nursing Degree.

NOTE: The hours for class and clinical experiences must be similar to the corresponding course in this Program and the nursing courses must be no more than two (2) years old.

VIII. Nursing Program Academic Advising

Upon acceptance, each student will be assigned a Faculty Advisor, who will be responsible for working in partnership with the student and assisting in the planning and registration of courses as he/she progresses through the nursing curriculum. Nursing faculty also provide advising and development for students who must take the NUR 001 course if it is required.
## NURSING Credit Analysis and Curriculum Plans
### Traditional BSN (Students entering January 2015)

*(50 minute class hours)*

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 200</td>
<td>Professional Nursing in a Culturally Diverse Healthcare Environment</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>*NUR 201</td>
<td>Fundamentals Skills Lab</td>
<td>2</td>
<td>15</td>
<td>45</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 202</td>
<td>Nutrition and Diet Therapy</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 214</td>
<td>Health Assessment</td>
<td>4</td>
<td>45</td>
<td>45</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 215</td>
<td>Pathophysiology</td>
<td>4</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>16</strong></td>
<td><strong>210</strong></td>
<td><strong>90</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

### Sophomore Year – Spring

| NUR 311 | Concepts of Pharmacology                              | 3            | 45            | 0          | 0              | 0                |
| NUR 312 | Medication Calculation & Administration               | 1            | 15            | 0          | 0              | 0                |
| NUR 314 | Gerontology Nursing                                   | 2            | 30            | 0          | 0              | 0                |
| NUR 315 | Fundamentals of Nursing Practice                      | 3            | 45            | 0          | 0              | 0                |
| *NUR 316 | Fundamentals of Nursing Practice Practicum            | 3            | 0             | 10         | 105            | 20               |
|         | **TOTAL**                                             | **12**       | **135**       | **10**     | **105**        | **20**           |

### Junior Year – Fall

| NUR 317 | Adult Nursing I                                       | 5            | 75            | 0          | 0              | 0                |
| NUR 318 | Clinical Management of the Adults I                   | 5            | 0             | 14         | 187            | 24               |
| NUR 324 | Nursing Theory                                        | 3            | 45            | 0          | 0              | 0                |
| NUR 409 | Nursing Research: Design and Methodology             | 3            | 45            | 0          | 0              | 0                |
|         | **TOTAL**                                             | **16**       | **165**       | **14**     | **187**        | **24**           |

### Junior Year – Spring

| NUR 321 | Community Nursing                                    | 3            | 45            | 0          | 0              | 0                |
| NUR 322 | Community Nursing Practicum                          | 1            | 0             | 0          | 45             | 0                |
| NUR 410 | Adult Nursing II                                     | 5            | 75            | 0          | 0              | 0                |
| NUR 411 | Clinical Management of the Adult II                  | 5            | 0             | 4          | 193            | 28               |

**TOTAL**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>135</td>
<td>10</td>
<td>105</td>
<td>20</td>
</tr>
<tr>
<td>165</td>
<td>14</td>
<td>187</td>
<td>24</td>
</tr>
<tr>
<td>193</td>
<td>4</td>
<td>193</td>
<td>28</td>
</tr>
</tbody>
</table>
*LPNs will receive advanced placement credit for NUR 201 and NUR 316 after an active, unencumbered license to practice in the State of Virginia is confirmed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Lecture Hours</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 413</td>
<td>Maternal/Child Nursing</td>
<td>5</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 414</td>
<td>Clinical Management of Maternal/Child</td>
<td>3</td>
<td>0</td>
<td>16</td>
<td>96</td>
<td>23</td>
</tr>
<tr>
<td>NUR 415</td>
<td>Nursing Leadership/Management</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 416</td>
<td>Senior Clinical Preceptor</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>127</td>
<td>8</td>
</tr>
</tbody>
</table>

| TOTAL       | 13                                  | 105          | 16           | 223        | 31             |

| TOTAL FOR BSN: | 71 | 735 | 134 | 753 | 103 |
TUITION & FEES
BSN PROGRAM (includes LPN & EARN students)
EFFECTIVE JANUARY 2016

<table>
<thead>
<tr>
<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>16</td>
<td>Credits</td>
</tr>
<tr>
<td>Tuition</td>
<td>$5,328.00</td>
<td>Tuition</td>
</tr>
<tr>
<td>Fees</td>
<td>$1,040.00</td>
<td>Fees</td>
</tr>
<tr>
<td>Tech</td>
<td>$350.00</td>
<td>Tech</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$6,718.00</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester # 4</th>
<th>Semester # 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>14</td>
<td>Credits</td>
</tr>
<tr>
<td>Tuition</td>
<td>$4,662.00</td>
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</tr>
<tr>
<td>Fees</td>
<td>$55.00</td>
<td>Fees</td>
</tr>
<tr>
<td>Tech</td>
<td>$350.00</td>
<td>Tech</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$5,067.00</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The tuition rate per credit hour is $333.00.
Fees do not cover uniforms or textbooks. The estimated cost of uniforms is $200.00 and the estimated cost for textbooks for this program is $2,175.00.
Semester fees do not include the cost of the NCLEX exam fee, which is currently $300.00.

License Practical Nurses (LPNs) who hold active, unencumbered licenses to practice in the State of Virginia may have opportunities for advanced placement. Please contact your advisor to discuss.
## RN to BSN, Full-time Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hour</th>
<th>Lecture Hour</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 100R</td>
<td>Nursing Informatics</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 200R</td>
<td>Professional Nursing in a Culturally Diverse Healthcare Environment</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 215R</td>
<td>Pathophysiology</td>
<td>4</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 324R</td>
<td>Nursing Theory</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>12</td>
<td>180</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 321R</td>
<td>Community Nursing</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 325R</td>
<td>Community Nursing Practicum</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>NUR 409R</td>
<td>Nursing Research</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13</td>
<td>165</td>
<td>43</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>NUR 214R</td>
<td>Health Assessment</td>
<td>4</td>
<td>45</td>
<td>43</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>NUR 415R</td>
<td>Nursing Leadership/Management</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13</td>
<td>165</td>
<td>43</td>
<td>45</td>
<td>2</td>
</tr>
<tr>
<td>*NUR 310R</td>
<td>Orientation</td>
<td>1</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>**NUR 420R</td>
<td>Senior Capstone</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>180</td>
<td>0</td>
</tr>
</tbody>
</table>

**NUR 310R is offered the semester of entry

**NUR420R is offered as the final course of the Program

<table>
<thead>
<tr>
<th>Credit Hour</th>
<th>Lecture Hour</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>360</td>
<td>43</td>
<td>225</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL FOR RN TO BSN:
### RN to BSN, Part-time Curriculum

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hour</th>
<th>Lecture Hour</th>
<th>Skills Lab</th>
<th>Clinical Hours</th>
<th>Simulation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 100R</td>
<td>Nursing Informatics</td>
<td>2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 310R is offered the semester of entry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 215R</td>
<td>Pathophysiology</td>
<td>4</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>NUR 420R is offered as the final course of the Program</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>6</td>
<td>90</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 1st 8 weeks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 409R</td>
<td>Nursing Research</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 1st 8 weeks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 214R</td>
<td>Health Assessment</td>
<td>4</td>
<td>45</td>
<td>43</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Spring 2nd 8 weeks</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>7</td>
<td>90</td>
<td>43</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>NUR 200R</td>
<td>Professional Nursing in a Culturally Diverse Healthcare Environment</td>
<td>3</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Fall 2nd 8 weeks</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td><strong>Spring 2nd 8 weeks</strong></td>
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<td><strong>Spring 2nd 8 weeks</strong></td>
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<tr>
<td></td>
<td><strong>Each Semester</strong></td>
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<td></td>
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<tr>
<td>*NUR 310R</td>
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<td>15</td>
<td>0</td>
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<td></td>
<td><strong>Each Semester</strong></td>
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<td></td>
<td><strong>Total for RN to BSN:</strong></td>
<td><strong>30</strong></td>
<td><strong>360</strong></td>
<td><strong>43</strong></td>
<td><strong>225</strong></td>
<td><strong>2</strong></td>
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* *NUR 310R is offered the semester of entry*
** *NUR 420R is offered as the final course of the Program*
TUITION & FEES
RN TO BSN NON-SENTARA EMPLOYEE (FULL-TIME)

STUDENTS ENTERING AUGUST 2015

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<th>Semester # 1</th>
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<th>Semester # 3</th>
</tr>
</thead>
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<table>
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<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Tuition</td>
</tr>
<tr>
<td>Fees</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

August 2015–December 2015: Tuition is $486.00 per credit hour. Starting January 2016, tuition rate is $498.00 per credit hour.

Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
TUITION & FEES
RN TO BSN NON-SENTARA EMPLOYEE (PART-TIME)
STUDENTS ENTERING AUGUST 2015

<table>
<thead>
<tr>
<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
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<tbody>
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<table>
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<th>Total</th>
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<tbody>
<tr>
<td>Credits</td>
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<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$2,988.00</td>
<td></td>
</tr>
<tr>
<td>Fees</td>
<td>$350.00</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,338.00</strong></td>
<td><strong>$2,517.00</strong></td>
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</tbody>
</table>

August 2015–December 2015: Tuition is $486.00 per credit hour. Starting January 2016, tuition rate is $498.00 per credit hour.
Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
TUITION & FEES
RN TO BSN NON-SENTARA EMPLOYEE (FULL-TIME)
STUDENTS ENTERING JANUARY 2016

<table>
<thead>
<tr>
<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
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<td><strong>Total</strong></td>
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**Total**

<table>
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<tbody>
<tr>
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<tr>
<td>Fees</td>
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The tuition rate per credit hour is $498.00.

Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
TUITION & FEES
RN TO BSN NON-SENTARA EMPLOYEE (PART-TIME)
STUDENTS ENTERING JANUARY 2016

<table>
<thead>
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<th>Semester # 1</th>
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<th>Semester # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
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<td>6</td>
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<tr>
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<tr>
<td>Credits</td>
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<td>Total</td>
<td>$3,338.00</td>
<td>$2,517.00</td>
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The tuition rate per credit hour is $498.00.
Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
TUITION & FEES
RN TO BSN SENTARA EMPLOYEE (FULL-TIME)
STUDENTS ENTERING AUGUST 2015

<table>
<thead>
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<th>Semester # 1</th>
<th>Semester # 2</th>
<th>Semester # 3</th>
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</thead>
<tbody>
<tr>
<td>Credits</td>
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<td>Credits</td>
</tr>
<tr>
<td>Tuition</td>
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<table>
<thead>
<tr>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Credits</td>
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</tr>
<tr>
<td>Tuition</td>
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August 2015–December 2015: Tuition is $317.00 per credit hour. Starting January 2016, tuition rate is $325.00 per credit hour.
Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
TUITION & FEES
RN TO BSN SENTARA EMPLOYEE (PART-TIME)
STUDENTS ENTERING JANUARY 2016

<table>
<thead>
<tr>
<th>Semester # 1</th>
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<th>Semester # 3</th>
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<tbody>
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<td><strong>Total</strong></td>
</tr>
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<td><strong>$ 11,725.00</strong></td>
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The tuition rate per credit hour is $325.00.
Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
TUITION & FEES
RN TO BSN SENTARA EMPLOYEE (FULL-TIME)
STUDENTS ENTERING JANUARY 2016

<table>
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<tr>
<th>Semester # 1</th>
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<th>Semester # 3</th>
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<tr>
<td>Fees</td>
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The tuition rate per credit hour is $ 325.00.
Fees do not cover textbooks. The estimated cost of books for this Program is: $ 1,443.00.
## TUITION & FEES

**RN TO BSN SENTARA EMPLOYEE (PART-TIME)**

**STUDENTS ENTERING AUGUST 2015**

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<th>Semester # 3</th>
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<td>Fees</td>
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<table>
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<th>Total</th>
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<td><strong>$11,669.00</strong></td>
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Fees do not cover textbooks. The estimated cost of books for this Program is: $1,443.00.
## Essential

### PHYSICAL & MENTAL REQUIREMENTS

**Job Title:** Registered Nurse (Medicine)  
**Job Code:** 7300AC

<table>
<thead>
<tr>
<th>Physical Demands</th>
<th>Continuous Over 70 %</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
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<tbody>
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<td>Standing</td>
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</tr>
<tr>
<td>Walking</td>
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<td>Climbing</td>
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<td>Pushing/Pulling</td>
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<tr>
<td>Lifting/Lowering</td>
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<tr>
<td>1-15 lbs</td>
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<tr>
<td>15-30 lbs</td>
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<td>Over 50 lbs</td>
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<tr>
<td>Fine Hand/Eye Coordination</td>
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<tr>
<td>Color Discrimination</td>
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<tr>
<td>Hearing Acuity</td>
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<table>
<thead>
<tr>
<th>Mental Demands</th>
<th>Continuous Over 70 %</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
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<tbody>
<tr>
<td>Concentration on Detail</td>
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<tr>
<td>Attention Span of 1+ hours on a task</td>
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<td></td>
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</tr>
<tr>
<td>Ability to Remember multiple tasks</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Communication</td>
<td></td>
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</tr>
<tr>
<td>Written Communication</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Working Conditions</th>
<th>Continuous Over 70 %</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
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</thead>
<tbody>
<tr>
<td>Exposure to blood and body fluids</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to toxins, cytotoxins, poisons</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Exposure to extreme heat, cold, temp fluctuations</td>
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<td></td>
<td>X</td>
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<tr>
<td>Exposure to radiation</td>
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<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Other</td>
<td></td>
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</tr>
</tbody>
</table>
CARE PARTNER CONTINUING EDUCATION COURSE

Philosophy:
The faculty believes that Care Partners are members of a discipline that combines the quality of caring with technical interventions, communication, and knowledge integration to support the nurse in the delivery of quality client care in an acute care setting. The discipline promotes assistance to nursing by direct, delegated care to clients, who are diverse in healthcare needs, cultures, and racial/ethnic backgrounds. Feedback is used to evaluate interventions, make decisions, and manage care for these clients. It is an essential discipline that functions collaboratively with other disciplines to promote preferred health-related outcomes based on designated plans of care.

We believe that Care Partner education is most effectively implemented through a competency-based, interactive, dynamic, and collaborative process of shared responsibility for teaching and learning. Teaching is a facilitative process of selecting and structuring learning experiences designed to promote the achievement of competency outcomes essential to assist contemporary nursing practice. Learning is most effective through focused individual and group activities that involves an interactive process of acquiring the knowledge, skills, and values to achieve the required competency outcomes. Faculty guides students to demonstrate responsibility, accountability for practice, and personal growth while incorporating the principles of ethical behavior, respect of client’s rights, dignity, and cultural diversity.

We further believe that graduates of the Care Partner Course are prepared at the beginning level to be competent, self-directed, and accountable members of the healthcare team consistent with the job description. Care Partners implement selected functions delegated to them by a licensed nurse. They are prepared to work collaboratively with clients and the healthcare team and to provide essential information and assistance to achieve preferred health-related outcomes. Graduates are accountable and responsible for initial competence and for their ongoing development of competence consistent with the evolving changes in healthcare.

Competency Outcomes:
At the completion of the Care Partner Course, the graduate will be able to:

1. Perform safe, competent, assistive care to clients in the acute setting, under the supervision of a registered nurse or practical nurse. (Assessment and Intervention)
2. Use effective communication skills to interact with or on behalf of clients and members of the healthcare team. (Communication)
3. Integrate basic critical thinking skills to plan, implement, and evaluate technical procedures while working effectively with other healthcare providers. (Critical Thinking Skills)
4. Promote dignity and respect for clients and members of the healthcare team from diverse backgrounds by implementing ethical, legal, and culturally sensitive interactions. (Humanistic Care and Relationship Skills)
5. Organize care for clients through efficient use of time. (Management Skills)
6. Work responsibly with others to promote teamwork and continued competence to meet the needs of the hospitalized clients. (Leadership Skills)
7. Explain procedures while performing client care consistent with client circumstances in the healthcare setting. (Teaching Skills)
8. Integrate basic knowledge of healthcare technologies, relevant sciences, and technical skills into the care provided to hospitalized clients. (Knowledge Integration)
**Care Partner Course Start Dates:**  
(Subject to change based upon needs within Sentara Healthcare)

### CARE PARTNER CURRICULUM PLAN

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Lecture Hours</th>
<th>Skills Lab Hours</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care Partners and the Healthcare Setting</td>
<td>60</td>
<td>49.5</td>
<td>85.5</td>
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</tbody>
</table>
### Essential PHYSICAL & MENTAL REQUIREMENTS

**Job Title:** Nursing Care Partner  
**Job Code:** 1900AC

<table>
<thead>
<tr>
<th>Physical Demands</th>
<th>Continuous Over 70%</th>
<th>Frequent 40%-69%</th>
<th>Occasional 15%-39%</th>
<th>Rarely Up to 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing</td>
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<tr>
<td>Walking</td>
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<tr>
<td>Climbing</td>
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<tr>
<td>Bending</td>
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<tr>
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<tr>
<td>Pushing/Pulling</td>
<td>X</td>
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<td>X</td>
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</tr>
<tr>
<td>Lifting/Lowering</td>
<td>1-15 lbs.</td>
<td>X</td>
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<td></td>
<td>15-30 lbs.</td>
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<td></td>
<td>Over 50 lbs.</td>
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<tbody>
<tr>
<td>Concentration on Detail</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Written Communication</td>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>Working Conditions</th>
<th>Continuous Over 70%</th>
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<tbody>
<tr>
<td>Exposure to blood and body fluids</td>
<td>X</td>
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<tr>
<td>Other</td>
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## TUITION & FEES
### CARE PARTNER
### EFFECTIVE JANUARY 2016

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester # 1</th>
<th>Total</th>
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<tbody>
<tr>
<td>CP</td>
<td>Course CP 100</td>
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<td></td>
<td>Tuition $1,655.00</td>
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<td></td>
<td><strong>Total</strong> $1,655.00</td>
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The estimated cost for books and uniforms is $300.00. Payment plans are available; please contact the Bursar if interested.
### TUITION & FEES

**CENTRAL STERILE SUPPLY TECHNICIAN**

**EFFECTIVE JANUARY 2016**

<table>
<thead>
<tr>
<th>Program</th>
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<tr>
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Tuition includes the CRCST exam fee.
The estimated cost for books and uniforms is $375.00.
Payment plans are available; please contact the Bursar if interested.
MONITOR SURVEILLANCE CONTINUING EDUCATION COURSE

Philosophy:

The faculty believes that Monitor Surveillance is a healthcare discipline whose practitioners integrate caring, basic problem-solving skills, and teamwork with the competencies of assessment, technical intervention, communication, critical thinking, and the knowledge integration needed to provide telemetry support to hospitalized clients with cardiac dysrhythmias. Monitor Surveillance encompasses electrocardiographic observation of clients with diverse cardiovascular healthcare needs. It is an essential discipline in the healthcare team, where inter-professional collaboration is promoted for preferred cardiac outcomes.

The faculty believes that education of the Monitor Surveillance Technician is most effectively implemented through a competency-based, interactive, dynamic, and collaborative process of shared responsibility for teaching and learning. Teaching is a facilitative process of selecting and structuring learning experiences designed to promote the achievement of competency outcomes essential for contemporary practice. Learning is an interactive process of acquiring the knowledge, skills, and values needed to achieve the required competency outcomes, and is most effectively accomplished through focused individual and group activities. Faculty guides students to incorporate the principles of ethical behavior, to respect the rights, dignity, and cultural diversity of others, and to demonstrate responsibility and accountability for practice and personal growth. The curriculum is most effective when it promotes flexibility for learners with diverse circumstances and needs, and holds them responsible for ongoing and progressive achievement of competence for practice.

The faculty further believes that graduates of the Monitor Surveillance Course are prepared at an entry level to be competent, caring, self-directed members of the healthcare team. They function in the roles of consumer advocate, teacher, and team member. They are prepared to work collaboratively with the healthcare team to provide essential information and assistance to achieve preferred cardiac outcomes. They are accountable and responsible for their initial competence as technicians, and for ongoing and focused development of competencies consistent with the evolving changes in healthcare and society.

Competency Outcomes:

Upon completion of the Course, the graduate will be able to:

1. Interpret various cardiac rhythms
2. Use effective communication skills to report and document changes in the client’s rhythm to other members of the healthcare team
3. Use basic problem-solving skills to prioritize the notification of other members of the healthcare team of changes in the client’s rhythm
4. Respect the client’s privacy and maintain strict client confidentiality while monitoring the cardiac rhythm
5. Organize assignments using problem-solving skills to effectively and efficiently meet the needs of telemetry clients
6. Collaborate with other members of the healthcare team regarding pertinent client-related data that may affect rhythm changes
7. Participate in continuing education to maintain a level of knowledge required for monitoring the rhythm of the client
8. Integrate knowledge of the effect of dysrhythmias on the client, and of cardiac monitoring technology, to provide competent monitor surveillance

SCOHS 2015–2016 Catalog
**COURSE START DATES:**
Course dates and seats are determined by employment needs in Sentara Healthcare.

**MONITOR SURVEILLANCE CURRICULUM PLAN**

14-Week Course

<p>| Course Number | Course Name                      | Lecture Hours | Skills Lab Hours | Clinical Hours |
|---------------|----------------------------------|---------------|------------------|----------------|-----------------|
| MS 100        | Basic Rhythm Analysis (8 weeks)  | 48            | 90               | 0              |                 |
| MS 200        | Monitor Surveillance (6 weeks)   | 36            | 0                | 144            |                 |</p>
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<tr>
<td>Color Discrimination</td>
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<tr>
<td>Hearing Acuity</td>
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<tr>
<td>Other</td>
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TUITION & FEES
MONITOR SURVEILLANCE
EFFECTIVE JANUARY 2016

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<th>Semester # 2</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<td><strong>Course</strong></td>
<td><strong>MS 200</strong></td>
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<td><strong>$ 1,000.00</strong></td>
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<td><strong>$ 1,895.00</strong></td>
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</tbody>
</table>

The estimated cost for books is $125.00.
Payment plans are available; please contact the Bursar if interested.
## 2015–2016 Academic Calendar

### Fall 2015 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins</td>
<td>August 24, Monday</td>
</tr>
<tr>
<td>Last Day for Drop/Add</td>
<td>5 p.m., August 28, Friday</td>
</tr>
<tr>
<td>Labor Day Observance</td>
<td>September 7, Monday, (College closed)</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 12 &amp; 13, Monday &amp; Tuesday</td>
</tr>
<tr>
<td>(No classes, college open for business)</td>
<td></td>
</tr>
<tr>
<td>Registration</td>
<td>October 19 – 23</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>November 25 – 27, Wednesday – Friday (No classes November 25 – 27) (College open for business Wednesday November 25 and closed Thursday/Friday November 26 and 27)</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>December 11, Friday</td>
</tr>
<tr>
<td>College Closed</td>
<td>Thursday, December 24, 2015 – Friday, January 1, 2016</td>
</tr>
</tbody>
</table>

### Spring 2016 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Opens</td>
<td>January 4, Monday</td>
</tr>
<tr>
<td>Spring Semester Begins</td>
<td>January 11, Monday</td>
</tr>
<tr>
<td>Last Day for Drop/Add</td>
<td>5 p.m., January 15, Friday</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 18, Monday (No classes, college open for business)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 7 – 11, Monday – Friday      (No classes, college open for business)</td>
</tr>
<tr>
<td>Registration</td>
<td>April 4 – 8</td>
</tr>
<tr>
<td>Spring Semester Ends</td>
<td>May 6, Friday</td>
</tr>
<tr>
<td>Graduation</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Summer 2016 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Semester Begins</td>
<td>May 16, Monday</td>
</tr>
<tr>
<td>Last Day for Drop/Add</td>
<td>5 p.m., May 20, Friday</td>
</tr>
<tr>
<td>College Closed</td>
<td>May 26, Thursday</td>
</tr>
<tr>
<td>Memorial Day Observance</td>
<td>May 30, Monday (College closed)</td>
</tr>
<tr>
<td>Independence Day Observance</td>
<td>July 4, Monday (College closed)</td>
</tr>
<tr>
<td>Summer Semester Ends</td>
<td>August 5, Friday</td>
</tr>
</tbody>
</table>
### 2016–2017 Academic Calendar

#### Fall 2016 Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester Begins for CVT and ST</td>
<td>July 18, Monday – CVT and ST only</td>
</tr>
<tr>
<td>Last Day for Drop/Add – CVT and ST</td>
<td>5 p.m., July 22, Friday</td>
</tr>
<tr>
<td>Fall Semester Begins for BSN, RN to BSN, MS, CP, CSST</td>
<td>August 15, Monday – BSN, RN to BSN, MS, CP, CSST</td>
</tr>
<tr>
<td>Last Day for Drop/Add for BSN, RN to BSN, MS, CP, CSST</td>
<td>5 p.m., August 19, Friday</td>
</tr>
<tr>
<td>Labor Day Observance</td>
<td>September 5, Monday (College closed)</td>
</tr>
<tr>
<td>Registration</td>
<td>October TBD</td>
</tr>
<tr>
<td>Fall and Thanksgiving Break</td>
<td>November 21 – 25, Monday – Friday (No classes for the week)</td>
</tr>
<tr>
<td></td>
<td>(College open for business Monday – Wednesday November 21 – 23 and closed Thursday/Friday November 24/25 )</td>
</tr>
<tr>
<td>Fall Semester Ends</td>
<td>December 9, Friday</td>
</tr>
<tr>
<td>College Closed</td>
<td>Saturday, December 24, 2015 – Monday, January 2, 2016</td>
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</table>

#### Spring 2017 Semester

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>College Opens</td>
<td>January 3, Tuesday</td>
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<tr>
<td>Spring Semester Begins</td>
<td>January 9, Monday</td>
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<tr>
<td>Last Day for Drop/Add</td>
<td>5 p.m., January 13, Friday</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 16, Monday (No classes, college open for business)</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 6 – 10 Monday-Friday (No classes, college open for business)</td>
</tr>
<tr>
<td>Registration</td>
<td>April TBD</td>
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<tr>
<td>Spring Semester Ends</td>
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#### Summer 2017 Semester

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<td>Event</td>
<td>Date</td>
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<td>-------------------------------</td>
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</tr>
<tr>
<td>College Closed</td>
<td>May 25, Thursday</td>
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<tr>
<td>Memorial Day Observance</td>
<td>May 29, Monday</td>
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<td>(College closed)</td>
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ACADEMIC ENVIRONMENT AND FACILITIES

Instructional

The Sentara College of Health Sciences offers a variety of classrooms, access to the Sentara Simulation Center, skills laboratories for simulated clinical or client care activities, conference areas, and a lounge to meet educational needs. Classrooms are equipped with audiovisual and teaching aids. The facility is accessible to all students including those with disabilities. Please refer to the Disability Policy for specifics.

As part of Sentara Healthcare, students are assured broad and varied clinical experiences. Clinical activities for all Programs may include participating in clinical activities at Sentara Norfolk General Hospital, Sentara Leigh Hospital, Sentara Princess Anne Hospital, Sentara CarePlex Hospital, Sentara Virginia Beach General Hospital, Sentara Obici Hospital, and Sentara Williamsburg Regional Medical Center.

In addition, the following facilities are utilized by the Programs:

- **Cardiovascular Technology**: Children’s Hospital of The King’s Daughters (CHKD); other Hampton Roads-area hospitals.
- **Nursing**: CHKD; mental/public health facilities, Sentara long-term care facilities, and a variety of other community facilities
- **Surgical Technology**: CHKD; other Hampton Roads-area hospitals

Computer Lab

The Computer Lab was established through the generosity of Mr. & Mrs. I.M. Baker, Jr., relatives of an 1897 graduate of the Nursing Program. The lab is equipped with computers, a copier/printer, and large tables for group work. Computer assistance is available for operation of the computers.

Skills Labs

Each Program has specific skills lab space with equipment and supplies related to the Program. The Cardiovascular Technology Program has multiple labs complete with equipment and supplies for practicing invasive and hemodynamic monitoring and cardiac or vascular ultrasound throughout the Program. The Surgical Technology Program has a simulated operating room lab, complete with prep area, trays, and selected equipment where students practice throughout the Program. The Nursing Program and Care Partner Course use skills labs and the Simulation Center (located next door), with simulated client care beds for practice and demonstration of competency in nursing skills. Bedside computers and TV/VCRs aid students in practice throughout the Programs. Skills labs are available at the college and at Sentara CarePlex Hospital for the Nursing Program.

Library Services

Sentara Healthcare Library is located at the main campus in Chesapeake. The online catalog has information about the items physically owned in the library, provides access to e-books (full-text books online) and e-journals. Patrons can receive assistance on how to search using the Internet or databases, using the Sentara Libraries tab on WaveNet (Sentara’s intranet), or in the Library section of Blackboard, the college’s Learning Management System. An additional resource is also available to students while on clinical rotation in the Electronic Medical Record. The librarian or library tech are on site at designated hours each week.
**Meals/Breaks**

There are vending machines available in the student lounge. The student lounge also has microwaves and refrigerators for storing food items. When in the clinical environment, meals may be purchased at Sentara Hospitals’ cafeterias at a 20% discount for employees and students. ID badges must be worn to receive this discount.

**Parking**

Students assume all responsibility for transportation to and from the Sentara College of Health Sciences and clinical sites. There is ample and free parking at the college. Students may purchase a parking card to park at Sentara Norfolk General Hospital or students may pay for an AVITAG and park in a garage there. The cost is $12 for the tag. The process is: 1) pay for the tag at the cashier at SNGH, 2) show the receipt to security office on the 2nd floor, 3) hand in a filled out information sheet with your personal and car information, 4) take the tag and put it on the inside of the windshield; parking at other Sentara facilities is free.
Policy Title: Academic Load and Credit Hour Definition

<table>
<thead>
<tr>
<th>Department: Academic Affairs</th>
<th>Owner: Dean of Academic Affairs</th>
<th>Original Date: April 2012</th>
</tr>
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<tbody>
<tr>
<td>Area: Academic Affairs and Students</td>
<td>Approved by: Executive Council</td>
<td>Revision Date: October 2012, September 2013</td>
</tr>
<tr>
<td>Audience: Prospective Students and Enrolled Students</td>
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Policy Statement
This policy is pertinent for all degree-granting Programs at SCOHS, as they all use the credit hour as a basic unit of measure for college credit.

Purpose
The purpose of this policy is to provide both prospective and enrolled students with an accurate assessment of workload for each credit hour of a course.

Definitions

Credit hour: The amount of work represented by a course’s learning outcomes and verified by quantifiable evidence of student achievement. A credit hour is equivalent to no less than 50 minutes of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen (15) weeks per semester.

- Courses at SCOHS that are a one (1) credit hour course, the student should invest the equivalent of one (1) hour per week in formal instruction and two (2) hours of out-of-class work each week for approximately fifteen (15) weeks in order to be successful in that course.
- A student taking a five (5) credit hour course would invest the equivalent of five (5) hours per week in formal instruction and ten (10) hours of out-of-class work each week for approximately fifteen (15) weeks in order to be successful in that course.

Normal course load: Can range from twelve (12) to seventeen (17) credit hours for a full-time student at SCOHS during the spring or fall semester. For example, a student taking twelve (12) hours in one semester would be investing in twelve (12) hours of formal instruction and 24 hours of out-of-class work for a total of 36 hours of work per week, which is almost equivalent to a full-time job.

- Any load exceeding eighteen (18) credit hours must be approved by the Dean of the Program in which the student has declared a major. However, in order to be successful, a student must be able to attend all classes and finish all homework; if that is not possible a student should not take a full-time load.

Procedures
Faculty (with approval from the Curriculum Review and Academic Assessment Committee) determine the number of credits for a course. The number of credit hours assigned to a course reflects the outcomes expected, the amount of time spent in class, and the amount of out-of-class work expected for the class. When determining the credit hours, faculty use a conversion factor of 50 minutes per credit hour.

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Resources are available at the school to help the student achieve academic goals, including help with time management, study techniques, tutoring, and counseling.

**References**
ACICS Glossary of Terms: “Credit Hour”

US DOE letter of March 2011

**Related Documents/Policies/Procedures**
None
ADMINISTRATION, FACULTY, STAFF AND OFFICERS AND
BOARD OF DIRECTORS:

Administration

Alsobrook, Metta, PhD, MTrain Dev, LL.B
Assistant Dean, Institutional Effectiveness & Compliance – FT
University of Brawijaya
Griffith University
University of Texas at Dallas

Banks, Cynthia, PhD, MS, BSN, RN, CNE
Program Director, RN to BSN Program and Professor, Nursing Program – FT – Mental Health Nursing
Norfolk General Hospital School of Nursing
Christopher Newport University
Old Dominion University

Cohen, Shelly, MS, MS, BS, RN
Dean, Sentara College of Health Sciences – FT
Old Dominion University
Virginia Commonwealth University

Howe, Joseph, MA, BS
Director of Enrollment Management – FT
Binghamton University

Hunsinger, Megan, PhD, MS, BS, RCIS, RCES
Program Director and Associate Professor, Cardiovascular Technology Program – FT
Sentara School of Health Professions
Bloomburg University
East Stroudsburg University
Capella University

Johnson, Judith, PhD, MSN, BSN, RN, CNE
Program Director, Traditional BSN Program and Professor, Nursing Program – FT – Medical Surgical University of Puerto Rico
Capella University

Kidd, David
HR Consultant and Title IX Coordinator – PT

Leonard, Nora, MA, BS, MT (ASCP) SBB
Assistant Dean for Business Development – FT
Old Dominion University

George Washington University

Nelson, Christopher, MSEd, RN, RCIS, FSICP
Assistant Dean, Administration and Finance – FT
St. Joseph’s Hospital School of Nursing
Duquesne University
Capella University

Stallings, Sue, BSN, RN, CNOR, CST
Program Director and Instructor, Surgical Technology Program – FT
Johnston Community College
Western Governors University

Taylor, Angela, PhD, MSN, BSN, RN
Dean, Academic Affairs – FT
Sentara Norfolk General Hospital School of Nursing
Old Dominion University
University of Virginia

Officers of Sentara Healthcare

• Robert C. Fort, Chairman
• Henry Harris III, Vice-chairman
• David L. Bernd, CEO, ex-officio
• Howard P. Kern, President and Chief Operating Officer
• Robert Broermann, Chief Financial Officer
• Jeffry King, Vice President/General Counsel

Board of Directors of Sentara Healthcare

• Achenbach, Bill
• Angola, John C., MD
• Bernd, David, CEO
• Brock, Joan
• Calderone, Diane
• Coble, Eric
• Cumming, Lawrence
• Ezzell, Jack L.
• Fort, Robert C. (Chairman)
• Garrison, Alvin
• Harris, Henry (Vice Chair)
• Homan, Ann
• Lovell, Charles MD
• Pruden III, Peter
• Sharp, Marc
• Wall, Marion
• Woodward, Thomas
Department Of Nursing Faculty

Acton, Lori
Assistant Professor
Nursing Program – Full Time – Maternal-Newborn
Christopher Newport University
American Sentinel University

Amundson, Nancy, MBA, BS, RN
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Nursing Program – Part Time – Medical Surgical
Central Missouri State University
Avila College

Benzel-Lindley, Jean, PhD, MSN, BSN, BS, RN
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Nursing Program – Adjunct – Community Nursing
Marian College
University of Wisconsin
University of Phoenix
University of Arizona

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Thomas Nelson Community College
Old Dominion University

Birchmeier, S. Tammy, MSN, BSN, BA, CCRN, CCNS, RN
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Nursing Program – Full Time – Medical-Surgical
Thiel College
Bloomfield College
Liberty University

Bowdwin, Berlinda, MSN, BSN, AS, RN, NE-BC
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Nursing Program – Adjunct – Senior Capstone
Walden University
Norfolk State University
La Guardia Community College

Bradley, Kimberly, MSN, RN
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Nursing Program – Adjunct – Nursing Theory
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Christopher Newport University
Riverside School of Professional Nursing

Brioso-Ang, Victoria, MSN, BS, AAS, RN, CNE
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Philips-Beth Israel School of Nursing
Pace University
Hunter College

Church, Cheri, MSN, BSN, AAS, AA, RN
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Nursing Program – Adjunct – Research
Chamberlain College of Nursing
Scott Community College
Black Hawk College

Cripe, Tareylyn, MSN, BSN, ADN, RN
Adjunct Assistant Professor
Nursing Program – Adjunct – Pathophysiology
Florida State College
Regis University

Etchill-Ewald, Linda MS, BSN, RN, PMHCNS-BC
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Nursing Program – Part Time – Mental Health
University of Illinois
University of Arizona

Ewalt, Amy, MSN, BSN, RN
Assistant Professor – Full Time – Fundamentals and Medical Surgical
University of Wisconsin-Madison

Foster, Denise, MSN, BSN, RN, CNE
Associate Professor
Nursing Program – Full Time — Medical Surgical and Community
Old Dominion University

Gehosky, Kristi, PhD, MSN, BSN, ADN, RN
Associate Professor
Nursing Program – Full Time – Pathophysiology and Nursing Leadership
Western Pennsylvania Hospital School of Nursing
Canyon University
Walden University
Capella University
Graefe, Wendy, MS, RN, CNM
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Nursing Program – Adjunct – Maternal-Newborn
Midwifery Institute at Philadelphia University
Old Dominion University
California State University

Grinde, Tonya, MSN, MBA, BSN, RN
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Nursing Program – Adjunct – Nursing Leadership
University of Virginia
William and Mary College
East Tennessee State University

Gunter, Evelyn, MSN, MHA, BSHA, AAS, RN
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Nursing Program – Adjunct
Bronx Community College
University of Phoenix
New School University
Lehman College

Harris, LeAnna, MSN, RN, FNP-C, CCRN
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Nursing Program – Adjunct – Pathophysiology and Research
Sentara School of Health Professions
Old Dominion University
University of Phoenix

Jackson, Stephanie, DNP, MSN, BSN, RN
Adjunct Associate Professor
Nursing Program – Adjunct – Leadership and Informatics
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King, Patricia, PhD, MA, BS, RN
Professor, Distance Learning Director and Center for Excellence in Teaching and Learning Director
Nursing Program – Full Time – Mental Health
Regent University
College of New Jersey

Kollowa, Kathryn, EdD, MSN, BSN, RN
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Nursing Program – Adjunct – Community Nursing
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University of Phoenix
Dallas Baptist College

Lawrence, Kathy, MSN, MHSA, BSN, ADN, RN
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Saint Joseph’s College of Maine
East Carolina University

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Nursing Program – Adjunct – Pathophysiology
Kaplan University
Rockhurst College
Cleveland Chiropractic College
University of South Florida

Long, Patricia, MEd, BSN, RN
Assistant Professor
Nursing Program – Full Time—Maternal Newborn and Fundamentals
Linfield Good Samaritan
Regent University

Madden, Jean, MSN, BSN, AAS, BA, RN
Assistant Professor
Nursing Program – Full Time – Medical-Surgical
Old Dominion University
Northampton Community College
Drew University

McCalla-Graham, James, PhD, MS, BBA, ADN, RN
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Nursing Program – Adjunct – Informatics
Capella University
Excelsior College
Northwood University

Neary, Karen, MSN, BSN, RN-C
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Nursing Program – Full Time – Maternal Newborn and Fundamentals
Sentara Norfolk General Hospital School of Professional Nursing
Old Dominion University
University of Phoenix

Phillips, Beatrice, MSN, BSN, AS, RN
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Nursing Program – Full Time – Mental Health and Fundamentals
Poole, Georganne, MSN, BSN, RN  
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Nursing Program – Full Time – Medical Surgical  
Tidewater Community College  
Virginia Commonwealth University  
Liberty University

Powell, Alicia, MSN, BSN, RN  
Adjunct Assistant Professor  
Nursing Professor – Adjunct – Maternal-Newborn  
Benedictine University  
Hampton University

Radford, Barbera, MSN, BSN, RN, CNE  
Associate Professor  
Nursing Program – Full Time – Pediatrics  
Niagara County Community College  
Virginia Commonwealth University  
Old Dominion University

Reifel, Leslie, MSN, BS, AAS, RN, CPNP, CNE  
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Nursing Program – Full Time – Pediatrics  
Millard Fillmore Hospital School of Professional Nursing  
University of Hartford  
Old Dominion University

Reynolds, Susan, MSN, BSN, RN  
Adjunct Assistant Professor  
Nursing Program – Adjunct – Nursing Theory  
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University of Toronto  
American Sentinel University

Roberts, Margaret, MSN, BSN, RN  
Adjunct Assistant Professor  
Nursing Program – Adjunct – Research, Nursing Theory, and Nursing Leadership  
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Smith, Leslie, DNP, MSN, BSN, RN  
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Nursing Program – Adjunct – Senior Capstone  
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Smith, Llewellyn, MSN, AAS, RN  
Adjunct Assistant Professor  
Nursing Program – Adjunct – Nutrition and Theory  
Old Dominion University

Sova, Elizabeth, MS, BSN, RN, CNM  
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Nursing Program – Adjunct – Maternal-Newborn  
Georgetown University  
Radford University

Thompson, Beth, MSN, BSN, RN, CNE  
Adjunct Associate Professor  
Nursing Program – Adjunct – Pathophysiology  
Old Dominion University  
Riverside Hospital School of Nursing

Tweed, Susan, PhD, MS, BSN, AAS, RN  
Professor  
Nursing Program – Part Time – Community and Mental Health  
Old Dominion University

Valentine, Velma, MSN, BSN, ADN, RN  
Adjunct Assistant Professor  
Nursing Program – Adjunct – Professional Nursing  
Liberty University

Williams-Reed, Joanne, DNP, MSN, BSN, ADN, CNS, RN-BC  
Adjunct Associate Professor  
Nursing Program – Adjunct – Professional Nursing  
Old Dominion University  
Hampton University  
Norfolk State University

Wyche, Sabrina, MSN, BSN, RN, CNE  
Associate Professor  
Nursing Program – Full Time – Medical Surgical  
Old Dominion University

Zimbro, Kathie, PhD, MS, BSN, ADN, RN  
Adjunct Associate Professor  
Nursing Program – Adjunct – Research, Informatics, and Senior Capstone
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Balfour, Cynthia, BS, RDCS  
Instructor and Program Coordinator  
Adult Echocardiography – Full Time  
Eastern Michigan University  
Carnegie Institute

Campbell, Robert, AAS, CST  
Lecturer  
Surgical Technology – Full Time  
Sentara College of Health Sciences  
Tidewater Community College

Eisenburger, Venessa, RN  
Course Faculty  
Care Partner – Part Time  
Sentara Norfolk General Hospital School of Nursing

Glenn, Asha, BS, RVT  
Instructor and Program Coordinator  
Non-invasive Vascular Study – Full Time  
Sentara College of Health Sciences  
Old Dominion University

Jerabek, Elizabeth, BS, RCIS  
Instructor and Cardiovascular Clinical Coordinator  
Invasive Cardiovascular Technology – Full Time  
Sentara College of Health Sciences  
Medical University of South Carolina

Johnson, Tracie, MSN, BSN, RN  
Program Coordinator, Care Partner Course  
Care Partner – Full Time  
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Virginia Commonwealth University  
Liberty University

Matthews, Rebecca, MSA, RN, CNOR, CST  
Associate Professor  
Surgical Technology – Full Time  
Central Michigan University  
DePaul School of Nursing  
Sentara College of Health Sciences  
Old Dominion University

Rosenwald, Linda, AAS, RCIS  
Lecturer and Program Coordinator  
Invasive Cardiovascular Technology – Full Time  
Sentara College of Health Sciences  
Tidewater Community College

Toby, Shannon, BA, RCIS  
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Invasive Cardiovascular Technology – Full Time  
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Virginia Wesleyan College

York, Matthew, CRAT  
Course Faculty – Adjunct  
Monitor Surveillance – Part Time  
Sentara College of Health Sciences

Staff

Balbarino, Leizel, BS  
Bursar – Full Time  
ECPI University

Broffit, Jeremy, BS  
Recruiter – Full Time  
Virginia Polytechnic Institute

Brown, Jaymeka  
Staff Assistant – Full Time

Butler, Cynthia, BSN, RN  
Student Success Director  
Sentara Norfolk General Hospital School of Nursing  
Western Governors University

Crawford, Jean, EdD, MA, BA  
Student Counselor – Full Time  
University of Northern Colorado  
Appalachian State University  
Stratford College
**Crockett, Sharon, BS**  
Financial Aid Representative – Full Time  
Christopher Newport University

**Duncan, Suzanne, MSLS, BA**  
Library Services, Manager – Full Time  
Christopher Newport University  
Catholic University of America

**Grasso, Sharon**  
Registrar Assistant – Full Time

**Haworth, Deborah**  
Library Assistant – Part Time

**Kidd, Nancy, MSN, BSN, RN**  
Nursing Instructor II  
Skills Lab Tutor – Part Time  
Ann May Hospital School of Nursing  
Seton Hall University

**Landversicht, Pete, BA**  
Digital Media Advisor – Full Time  
University of Cincinnati

**Lawrence, Kevin, BS**  
Recruiter – Full Time  
Shippensburg University

**Lilliston-Courtright, Zachary Tyler**  
Technical Support Analyst II – Full Time

**Lusk, Patty**  
Assistant to the Dean – Full Time

**McCaffity, Greg, MSIS, BSIT**  
Senior Business Application Support Analyst –  
Full Time  
Strayer University  
Kaplan University

**Nealy, Gloria**  
Library Assistant – Full Time

**Pond, Jennie, BS, AS**  
Registrar – Full Time  
Tidewater Community College  
Regent University

**Rector, Amanda**  
Admissions Advisor – Full Time

**Rivera, Mary Ann, AA, AAS**  
Financial Aid Representative – Full Time  
Tidewater Community College

**Sandloop, Donna, RN**  
Health Records Coordinator – Part Time  
Sentara Norfolk General Hospital School of Nursing

**Sandloop, Len**  
Building Maintenance – Part Time

**Smith, Leslie S, BS**  
Operations Coordinator – Full Time  
University of Phoenix
Policy Title: Campus Safety and Security

<table>
<thead>
<tr>
<th>Department: Administration and Finance</th>
<th>Owner: Assistant Dean for Administration and Finance and SNGH Security Department</th>
<th>Original Date: May 2009</th>
</tr>
</thead>
</table>

Audience: Enrolled students and all SCOHS employees

Policy Statement
This policy is the framework for the provision of security at the College and is relevant for all students/prospects and all employees.

Purpose
The purpose of this policy is to provide for the safety and security of everyone in the building at all times. It is an ACICS required standard of 3-1-600.

Definitions
Clinical Facilities: Any area in which the student has clinical/skills lab/simulation experience.

Procedures
The Sentara Norfolk General Security Department has the ultimate responsibility for overseeing the security at the College. The Safety and Security Department is available 24/7 and can be reached at 757-388-3510. The College does not have campus police/security on site.

In the event of an emergency, Chesapeake police can be reached by calling 911. The non-emergency number for Chesapeake police assistance is 382-6161. Non-emergencies can also be reported online at: http://www.cityofchesapeake.net/Government/City-Departments/Departments/Police-Department/onlinereporting.htm.

At the Chesapeake Campus, faculty, staff, and students should report any suspicious activity to a member of the management team (Dean, Assistant Deans, Directors, or Program Directors) as soon as the event/activity occurs. If students wish to report suspicious activities confidentially, they are to make that fact known to the individual who is taking the report.

At the clinical facilities, suspicious activities should be reported to the facility’s security department or the administrative office when on-site security is not available.

Security Awareness and Crime Prevention
The College has several activities that address awareness and prevention, such as:

- Fire drills twice during the academic year. These drills include a building evacuation procedure.

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• Mandatory completion of required training such as personal safety, workplace safety, national patient safety goals, falls prevention, medical response team, restraints and seclusion, infection prevention and control, and domestic violence.
• Monthly emails and informational notices on select topics that highlight personal and campus safety.
• All new students view the video called “Shots Fired on Campus: When Lightning Strikes.”

Clinical Facility Requirements

Facility mandated training for both Sentara and non-Sentara facilities is integrated into the student’s program orientation and initial coursework. All students are required to obtain and maintain certification in AHA Basic Life Support (CPR).

Students are expected to comply with all safety, security, and infection control procedures at the clinical sites. In the event of an exposure, students must follow the process outlined in the Health policy. This information can also be accessed on WaveNet.

Reporting Crimes

Any employee or student observing a crime in progress, who is the victim of a crime/assault/sexual assault or has fear for his/her life or the lives of others should try to get to a place of safety first, then call the police at 911. Also, if needed, obtain any necessary medical treatment. If notification is first made to the College or the student requests assistance in contacting the police, the College official will contact the police department. Tell the operator that the College is located in Chesapeake at 1441 Crossways Blvd. Inform the College Dean and/or College Administration to ensure proper follow-up.

The counseling services are available 24/7 to any student in the College who has been a victim of crime. The Employee Assistance is available to employees of the College. The College has a full-time professional counselor on staff. The counselor follows Virginia statues regarding reportable crimes. We do not have a policy for reporting crimes voluntarily and confidentially for purpose of inclusion in the crime statistics report.

A list of registered sex offenders in the state of Virginia is available through the State Police Department at: http://sex-offender.vsp.virginia.gov.

The College is required to report safety statistics to the U.S. Department of Education Office of Postsecondary Education. The data can be accessed at: http://ope.ed.gov/security/GetOneInstitutionData.aspx. This data is obtained from the Chesapeake Police Department on an annual basis.

Security Alerts

Administration will notify students and faculty of security and weather alerts via the College’s emergency notification system. This system sends alerts via phone, fax, TTY, text, and email. Security and weather alerts will also be posted on the College’s website and via the learning management system. The College automatically enrolls all faculty, staff, and students in the emergency notification and learning management systems. Students are responsible for verifying emergency contact information and keeping that information up-to-date. The College does not accept responsibility for missed communication due to inaccurate contact information in the respective systems, personal equipment /device failure (cell phones,
tablets, PCs, phones, and fax machines), and failure (on the part of the staff or student) to check personal devices listed as the primary contact in the emergency notification system.

**Harassment**

Sentara Healthcare has a zero tolerance policy for harassment, including sexual harassment. All employees and students have a right to work and learn in an environment that is free from all unlawful discrimination and conduct, which can be intimidating, hostile, or offensive. Employees should report incidences of harassment according to the Sentara Human Resources Policy 404. Students should report incidences to the College Counselor.

**Drugs and Alcohol**

All Sentara Facilities are “Drug Free Environments.” The student handbook contains detailed information regarding drug use and substance abuse. We comply with Virginia ABC laws for any issues related to alcohol. Infractions related to drugs and alcohol are handled through the Code of Conduct policy, which is in the student handbook.

**Tobacco Free Environment**

Tobacco use in any building owned or leased by Sentara and on the grounds and adjacent areas is prohibited. Use of tobacco and smokeless tobacco product is not permitted anywhere on the property, including sidewalks and parking areas.

**Building Security**

During regular business hours, entrance and exit is through the front door only. Students and employees are required to wear Sentara identification badges AT ALL TIMES while in the building and at all Sentara sites. Students will be subject to disciplinary action if they do not comply with this requirement. All visitors entering the building, who are not wearing a Sentara ID badge, must sign in at the front desk and obtain a visitor’s badge.

The back doors of the campus are not to be used for entrance/exit. In case of emergency, the back doors may be used to exit.

Door alarms and motion detectors are activated when the last authorized person leaves building.

If alarms/motion detectors are set off after regular business hours, the security company will notify the Chesapeake Police Department (who dispatches a police car) and contact the administrator on-call to notify them of the security breach. The administrator on-call will meet the police on campus when needed.

**Building Hours**

Students and employees are allowed in the building during regular business hours. The following individuals have access to the building at any time:

Dean/College Administration, Clinical Education Managers and Trainers, Program Directors and faculty who have made previous arrangements for a special function or session.

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The College does not have residence buildings on- or off-site.

Routine Safety Measures

A safe and secure environment is of paramount importance to the College and is the responsibility of every employee and student. All individuals are encouraged to follow routine safety practices such as:

- Leave all valuables in locked cars – trunk or out of sight. Travel in twos when leaving the building after dark.
- Walk to car with keys in hand and a level of awareness of the surroundings.
- If in the building after the doors have been locked, never open the door for anyone without a Sentara badge. Validate an appointment with the College before opening the door.
- Clean up a spill observed on tile floors.
- Follow stated procedures in the event of a fire, bomb threat, or weather emergency.
- Follow all infection control practices.

Fire Safety Plan

In case of a fire, activate the nearest box fire alarm pull box and dial 911. If the fire is in your area, general responsibilities are:

- Remove personnel from immediate danger to a safe area.
- Activate nearest fire alarm pull box.
- Close all doors and windows and leave doors unlocked.
- Leave lights on.
- Obtain proper fire extinguisher/equipment and use on fire (until help arrives).
- Remove items from hallway/corridors.
- If a door is warm to touch, do not open it unless someone is inside and must be rescued.
- Standby for instructions from senior personnel.
- Keep telephone lines open.
- Evacuate to the outside grounds as necessary. Students/instructors are to stay with their class when evacuating the building to the nearest safe exit (students may not go to their cars). If possible, the roster of class participants should be taken out of the building upon evacuation.
- For those evacuating through the front door, move to the second row of parked cars in the front of the building. DO NOT stand in any of the Fire Lanes that are marked with yellow striping on the asphalt.
- For those evacuating through the back door, move across the parking lot to the edge of the wooded area. DO NOT stand in any of the Fire Lanes that are marked with yellow striping on the asphalt.
- For employees who are in their office: close the door, leave lights on, and go to the nearest exit.
- An all-clear will be given by the fire department when it is safe to return to the building.

If the fire is not in your area (or during a drill), general responsibilities are:

- Close all doors and windows and leave doors unlocked.
- Leave lights on.
• Remove items from hallway/corridors.
• Keep telephone lines open.
• Evacuate to the outside grounds as necessary. Students/instructors are to stay with their class when evacuating the building to the nearest safe exit (students may not go to their cars). If possible, the roster of class participants should be taken out of the building upon evacuation.
• For those evacuating through the front door, move to the second row of parked cars in the front of the building. DO NOT stand in any of the Fire Lanes that are marked with yellow striping on the asphalt.
• For those evacuating through the back door, move across the parking lot to the edge of the wooded area. DO NOT stand in any of the Fire Lanes that are marked with yellow striping on the asphalt.
• For employees who are in their office, close the door, leave lights on, and go to the nearest exit.
• An all-clear will be given by the fire department when it is safe to return to the building.

Bomb Threat

In case of a bomb threat within the College, the person receiving the call or notification must communicate this to the College Administration who will call 911. All persons will be evacuated through either the front or back door. No one will be allowed to return to the College until it has been cleared by the appropriate authority (Chesapeake Police, Bomb Squad, etc.).

Electrical Safety Policy

While on campus, faculty, staff, and students shall comply with all local and federal codes regarding the use of electrical devices.

Specific Safety and Security Issues

Accidents: Employees & Students: All accidents are to be reported via the STARS Report (on WaveNet). The College’s responsibility in these cases is to determine if there is an actual or potential immediate hazard associated with the incident and to ensure corrective action is taken as dictated by the situation.

Accidents - Vehicles: All vehicle accidents occurring on the College’s grounds are to be reported to the College and to the Chesapeake Police. If a Sentara vehicle is involved, Sentara Risk Management shall be notified.

Accidents - Visitors: The Administrator on-site or on-call is to be notified immediately by employees or students observing or having knowledge of a visitor accident. A STARS Report must be completed.

Facility Maintenance: Property managers are responsible for checking the building lighting, general overall building safety, and any other items that may impact facility safety.

Lost and Found Items: Reception is designated as the receiving area and has responsibility for all items (regardless of size, shape, condition, apparent value, etc.) found in the College. Found items will be returned to the owner, if ownership can be determined.

Theft or Loss: If the loss involves an employee or College property, the person who first becomes aware of the loss must submit a STARS Report immediately. In all cases of theft or loss, College Administration must be notified to ensure appropriate action is carried out.
**Visitor Control:** Students and employees are to immediately notify the College Administration of any concerns with visitor behavior. If necessary, the College will contact the Police Department if assistance is required.

**CAMPUS SECURITY REPORT**

The U.S. Department of Education requires that institutions of postsecondary education that participate in the federal student financial assistance programs provide, as required by Section 485 (a) and (f) of the Higher Education Act, the Secretary with campus crime statistics. This report covers crimes reported in or around the College. See the report at [www.ope.ed.gov/security/](http://www.ope.ed.gov/security/)

**References**


**Related Documents/Policies/Procedures**

Policy Statement
The College is committed to assisting students and graduates in obtaining employment.

Purpose
The purpose of this policy is to ensure that our students/graduates are made aware of employment opportunities.

Definitions
There are three definitions the Colleges uses, based on the definition by ACICS:

1. Placed based upon job titles: Any graduate who is placed in the following job titles: Cardiovascular Tech, Care Partner, Central Sterile Supply Technician, Monitor Surveillance Technician, Nurse, Surgical Technologist.
2. Placed based upon the required use of skills: Any graduate who is placed based upon the required use of skills learned in the student’s Program as a predominant component of the job.
3. Placed based upon the benefit of the training: Any graduate who is placed based upon the benefit of the training received from the Program in obtaining a new position or maintaining a current position, supporting promotion, or improving job-related skills.

Procedures
The College has a Placement Coordinator and a Student Success Director who will assist students with career advising and obtaining employment as both a student and a graduate. Students/graduates will be informed of hiring events and other activities that promote relationships with local employers. The Sentara College of Health Sciences does not guarantee employment; however, the College will assist students in obtaining employment in their field of study.

Prior to graduation, students are guided through the Sentara Healthcare employment application process. Graduates are actively recruited for positions within Sentara Healthcare; however, there is no obligation to work for Sentara. While most graduates readily obtain positions, employment with Sentara is not guaranteed.

References
ACICS Accreditation Criteria PDF – glossary of terms

SCOHS 2015–2016 Catalog
CONSUMER DISCLOSURE

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**KEY**

For the BSN Program: The pass rates on the NCLEX exam for the Nursing Program (required by the Virginia Board of Nursing) for the calendar year 2014 was 93.2%

**Key:**

*RN to BSN students are already licensed.

**As of September 12, 2014

Percentages are rounded to the nearest whole number.

**On-Time Graduation Rate**
The percent of graduates who complete the Program in the normal Program length.

**Placement Rate**
The Placement Rate is defined by ACICS in terms of the total number of completers and graduates minus those who are not placed (employed) in their field of study or a related field of study, divided by the total number of completers and graduates. The rate is calculated taking the total number of graduates placed divided by the total number of graduates minus number of graduates unavailable for placement due to pregnancy, death, or other health-related issues, continuing education, military service, visa restrictions, enrollment in English as a Second Language (ESL) program, and incarceration.

**Retention Rate**
The percent of students who are retained in the program during the identified academic year.
This rate is calculated by the enrollment (as of June 30) plus graduates divided by beginning enrollment (as of July 1) plus new starts and readmits.

**Pass Rate**

The percentage of graduates who pass the licensure or certification exam on the first attempt by August 1st of the year following graduation.
COUNSELING AND GUIDANCE

Admissions Advisor
This person works with each applicant to ensure that his/her admissions process is followed and completed by the required deadline. He/she advises the student on various areas that place the prospective student in the best possible position for acceptance, including pre-admission tests scores, pre-requisite course grades, and GPAs, to name a few.

Academic Advisor
Each person in the Nursing Program is assigned a faculty member who serves as Academic Advisor throughout the length of that student’s program. Each person in an Allied Health Program uses his/her Program Coordinator as his/her Advisor. These persons advise students on the selection of courses they may take and identify courses that need to be completed prior to graduation. The Advisor also provides students with input and assistance on issues that may be impacting their success in the College.

Student Counselor
While each faculty member provides academic advising regarding theory and clinical achievement to students (both on-site and online) in his/her courses and to their assigned advisees, the Sentara College of Health Sciences also offers the services of a licensed Student Counselor. The Counselor addresses both personal and/or academic concerns. Strict confidentiality is maintained throughout all counseling sessions unless permission to the contrary is authorized by the student through a signed Release of Information form. If services are required outside the scope of the Counselor’s practice area, the student is referred to other appropriate agencies. Counseling is offered at the Chesapeake Campus and through alternative methodologies (Skype, Blackboard Collaboration, etc.) for students participating in online delivery courses.

Student Success Director
This person works collaboratively with students and faculty to identify at-risk students or students who develop performance issues or declining grades in order to offer the student support that may be beneficial to the overall success of the student. The Student Success Director may coordinate tutoring as well as a mentoring program for students as needed. This person performs annual needs assessment in order to direct support services for students.
COURSE DESCRIPTIONS

NOTE: The number for the courses typically reflects the level of course that is offered. The higher the number, the more complex and comprehensive the concepts presented. One hundred-level courses are typically taken in the first year, 200-level courses in the second year, 300-level courses in the third year, and 400-level courses in the fourth year.

Allied Health Courses

AHS 001 – Steps to Success in Allied Health
Credit hours: None
Qualified students are those who have been unsuccessful in an Allied Health course (once), and must successfully complete a developmental plan in order to progress in the Allied Health major. This course is intended to provide one-on-one counseling and advising as part of the developmental plan process. Students will meet on a regularly-scheduled basis with the academic advisor while they are working on the developmental plan.

AHS 100 – Principles of Sterility Controls (2-0-0)
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Hybrid Delivery
Pre-requisites: None. Co-requisites: None.
This is an 8-week hybrid course with an emphasis on the regulations and standards applicable to methods of sterile processing and disinfection, infection prevention and control, identification of basic surgical instruments, care, cleaning, and processing of surgical instruments specific to end-uses, and the concepts of a variety of sterilization techniques and methods, sterile storage, and distribution methods. The student will gain an understanding of quality assurance, inventory management, and sterilization safety and environmental disinfection of the operating and procedure rooms.

AHS 101 – Medical Ethics (2-0-0)
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Hybrid Delivery
Pre-requisites: General education courses. Co-requisites: None.
This 16-week hybrid course provides the student with an opportunity to examine ethical issues that occur in healthcare delivery and administration. Content includes informed consent, the role of institutional review boards, laws, policies, and regulatory agencies that define professional practice, criminal and civil actions involving healthcare providers, advocating for the patient, and the legal issues healthcare leaders must confront.

AHS 102 – Introduction to Healthcare (2-0-0)
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Online Delivery
Pre-requisites: General education courses. Co-requisites: None.
In this 16-week online course, students will learn about the healthcare environment, hospital administration and organization, communication and teamwork, law and ethics, basic medical techniques, universal precautions and infection control, behavior-based expectations, patient care and assessment, and patient comfort, safety, and transport.

AHS 103 – Healthcare Risk & Safety (2-0-0)
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Online Delivery
Pre-requisites: General education courses. Co-requisites: None.
This 8-week online course is designed to provide a strong foundation in the theory of patient safety, quality improvement, and healthcare risk. Students will learn to think about healthcare from a system perspective, as well as methods for risk assessment, patient safety improvement, and disaster preparedness. Students will be challenged to consider the roles of varied healthcare stakeholders in
building a safer healthcare system. Additional focus is on self-safety management in the role of the Allied Health professional.

**AHS 110 – Concepts of Aseptic Technique (1-0-0)**
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery  
*Pre-requisites: General education courses. Co-requisites: AHS 111.*
This is an 8-week hybrid introductory course that focuses on the concepts of sterile fields, maintaining and working within a sterile field, and the processes and safety guidelines for the patient prep and urinary catheterization. Topics include proper technique for the preparation of the procedure work area, performing the surgical scrub, donning surgical attire, establishing and manipulating the surgical field, assisting the surgical team with gowning and gloving, and corrective actions for contamination events.

**AHS 111 – Applications of Aseptic Technique (0 -1-0)**
Credit hours: 1 (45 lab hours) – Skills Lab  
*Pre-requisites: General education courses. Co-requisites: AHS 110.*
This is an 8-week on-site lab course that provides in-depth demonstration and student participation in the laboratory setting with a focus on the concepts of sterile fields, maintaining and working within a sterile field, and the processes of patient prep and urinary catheterization. Topics include proper technique for the preparation of the procedure work area, performing the surgical scrub, donning surgical attire, establishing and manipulating the surgical field, assisting the surgical team with gowning and gloving, and corrective actions for contaminating events.

**AHS 120 – Medical Terminology (2-0-0)**
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Online Delivery  
*Pre-requisites: General education courses. Co-requisites: None.*
This 16-week online course will introduce the student to the language of healthcare and medicine. Using a systems approach, the student will learn roots, prefixes, suffixes, and combining forms to build a medical vocabulary. The course also emphasizes word construction, spelling, usage, comprehension, and pronunciation.

**AHS 150 – Pharmacology for Allied Health (2-0-0)**
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Online Delivery  
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: None.*
This 16-week online course will introduce students to pharmacology for healthcare professionals in Allied Health. Pharmaceuticals will be introduced according to their therapeutic applications and pertinent physiology, and related diseases. Emphasis is placed on pharmaceutical classification concentrating on the mechanism of action, main therapeutic effects, and the adverse reactions produced. The student will gain experience in the use of medication devices, calculations, and responsibilities pertinent to their specific clinical role.

**AHS 200 – Capstone (2-0-0)**
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All first semester senior-level courses. Co-requisites: None.*
Students in this 8-week hybrid course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
**Cardiovascular Technology Courses**

**CVT 100 – Rhythm Analysis (1-0-0)**
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery
*Pre-requisites: General education courses. Co-requisites: None.*
This 8-week hybrid course introduces the principles of electrocardiography, ECG rhythm recognition, methods of arrhythmia intervention, and cardiac pacemaker therapy. Topics include normal cardiac anatomy, waveform nomenclature, electrode placement, Einthoven’s triangle, ECG patterns and components, cardiac conduction and regulation, axis determination, pacemaker technologies, and ECG analysis.

**CVT 101 – Cardiovascular Anatomy & Physiology (2-0-0)**
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Hybrid Delivery
*Pre-requisites: General education courses. Co-requisites: None.*
This 16-week hybrid course will provide an in-depth introduction to the cardiovascular system. The student will be introduced to the concepts of structural characteristics of vasculature, cardiovascular innervations, gross cardiac anatomy, RAAS, cardiac cycle, basic hemodynamics, coagulation and clotting cascade, atherogenesis, normal lab values, cardiac disease states, embryology, fetal flow, and congenital diseases.

**CVT 105 – Beginner Ultrasound Physics & Instrumentation (2-0-0)**
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Hybrid Delivery
*Pre-requisites: General education courses. Co-requisites: None.*
This 16-week hybrid course will introduce students to the principles of ultrasound physics and instrumentation, and the role of the sonographer in the healthcare industry. Content will cover ultrasound modes (m-mode, 2D, 3D, b-mode), terminology for ultrasound, knobology, Doppler technique, sound waves, frequencies for ultrasound studies, spectral analysis, ultrasound blood flow imaging, transducer angles, optimization, digital storage, and introduction to skills lab.

**CVT 150 – Intermediate Ultrasound Physics & Instrumentation (3-0-0)**
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: None.*
This 16-week hybrid course is a continuation of Beginner Ultrasound Physics and Instrumentation. Content will cover description of sound waves, intensities, interaction of sound and media, transducers, and 2-D imaging.

**CVT 151 – Advanced Ultrasound Physics & Instrumentation (3-0-0)**
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery
*Pre-requisites: All first year sophomore-level courses. Co-requisites: None.*
This 16-week hybrid course will provide the student with a practical understanding of the principles of ultrasound physics as applied to cardiovascular diagnostic medical imaging. Content will cover real-time imaging, pulsed echo instrumentation, displays and image processing, hemodynamics, Doppler, artifacts, quality assurance, and bio effects.

**Adult Echocardiography Courses**

**ECH 100 – Fundamentals of Echocardiography (5-0-0)**
Credit hours: 5 (75 lecture hours, 10 homework hours/week) – Hybrid Delivery
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: ECH 111, ECH 112*
This 16-week hybrid course introduces the basic concepts of cardiac anatomy and physiology, instrumentation, techniques, and calculations required to image the heart by ultrasound.
**ECH 111 – Echocardiography Procedures Lab I (0-4-0)**
Credit hours: 4 (180 lab hours) – Skills Lab  
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: ECH 100, ECH 112.*  
This 16-week on-site lab course introduces students to the hands-on component of cardiac ultrasound imaging. Basic concepts taught in this course include ergonomics, diagnostic equipment, and the buttons and functions of the equipment. Students are afforded the opportunity to practice and develop the skills/techniques of acquiring cardiac images in the skills lab setting.

**ECH 112 – Echocardiography Clinical Rotation I (0-0-3)**
Credit hours: 3 (135 clinical hours) – Clinical  
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: ECH 100, ECH 111.*  
This 16-week clinical course provides an opportunity for students to be proctored in the actual performance of duties in the clinical setting.

**ECH 120 – Echocardiography Procedures Lab II (0-1-0)**
Credit hours: 1 (45 lab hours) – Skills Lab  
*Pre-requisites: All first year sophomore-level courses. Co-requisites: None.*  
This 4-week on-site lab course introduces the student to writing a preliminary report and correlating disease processes with examination results.

**ECH 200 – Cardiac Disease States (2-0-0)**
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All first year sophomore-level courses. Co-requisites: ECH 205, ECH 212.*  
This 8-week hybrid course introduces students to the various cardiac disease states requiring imaging.

**ECH 205 – Advanced Echocardiography Technologies (1-0-0)**
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All first year sophomore-level courses. Co-requisites: ECH 200, ECH 212.*  
This 8-week hybrid course will address technological and professional advances in the field of cardiac ultrasound. Advances in equipment and the use of contrast in ultrasound will be covered. Other topics include stress echo, related diagnostic imaging, and related non-invasive cardiac testing.

**ECH 212 – Echocardiography Clinical Rotation II (0-0-9)**
Credit hours: 9 (405 clinical hours) – Clinical  
*Pre-requisites: All first year sophomore-level courses. Co-requisites: ECH 200, ECH 205.*  
This 16-week clinical course will continue to explore evaluation of cardiac disease by ultrasound. The student will improve upon the skills necessary to complete an adult echocardiography study.

**ECH 220 – Echocardiography Professional (2-0-0)**
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All first semester senior-level courses. Co-requisites: ECH 222.*  
This 8-week hybrid course provides the student with an opportunity to mentor freshmen students in the skills lab and role-model professionalism, communication, and collaboration.

**ECH 222 – Echocardiography Clinical Rotation III (0-0-9)**
Credit hours: 9 (405 clinical hours) – Clinical  
*Pre-requisites: All first semester senior-level courses. Co-requisites: ECH 220.*  
This 16-week clinical course provides an opportunity for the student to master the actual performance of an echocardiographic study in the clinical setting.
Cardiac Electrophysiology Courses

EP 100 – EP Devices I (3-0-0)
Credit hours: 3 (45 lecture hours, 12 homework hours/week) – Hybrid Delivery
This 8-week hybrid course will introduce the student to cardiac devices. Students will explore cardiac action potentials, cardiac anatomy, cardiac conduction, mechanisms of arrhythmias, pharmacologic therapy for arrhythmias, cardiac pathophysiology related to electrophysiology, indications for and complications of cardiac pacemakers and defibrillators, and cardiac research trials.

EP 105 – Invasive Procedures for the RCES (2-0-0)
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Hybrid Delivery
This 16-week hybrid course provides an introduction to diagnostic techniques utilized in the cardiac catheterization laboratory. Emphasis will be placed on cardiovascular angiographic procedures and assessment, x-ray theory and safety, equipment in the lab, and development of cath lab skills.

EP 106 – Invasive Procedures for the RCES Lab (0-2-0)
Credit hours: 2 (90 lab hours) – Skills Lab
This 16-week on-site lab course will allow students to return demonstrate patient prep technique, patient draping for cath lab procedures, identify cath lab equipment, and set-up. The student will learn the basic technique for scrubbing a diagnostic left heart catheterization and right heart catheterization.

EP 112 – EP Devices Procedures Lab (0-1-0)
Credit hours: 1 (45 lab hours) – Skills Lab
Pre-requisites: All sophomore-level courses. Co-requisites: None.
This 4-week on-site lab course will allow students to apply aseptic technique in the EP lab. Students will focus on the activities of the scrub technologist from pre-procedural, intra-procedural, and post-procedural viewpoints of clients receiving cardiac resynchronization therapy.

EP 120 – EP Devices II (2-0-0)
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Hybrid Delivery
This 8-week hybrid course will explore the relationship between specific cardiac pathophysiology and cardiac resynchronization therapy. Topics include heart failure, atrial fibrillation, cardiomyopathies, pharmacologic therapy, and lead extraction techniques and equipment.

EP 125 – Introduction to Intracardiac EGMs (1-0-0)
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery
This 8-week hybrid course will introduce the student to diagnostic cardiac electrophysiology studies. Students will review cardiac anatomy, action potentials, and cardiac cell refractory periods. Emphasis will be placed on diagnostic cardiac electrophysiology testing protocols, stimulation of cardiac cells, conduction patterns, cardiac vectors, catheters, and their positioning for electrophysiology studies.

EP 205 – EP Diagnostic Procedures (2-0-0)
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Hybrid Delivery
This 16-week hybrid course provides the student with the background necessary to understand the science of electrophysiology testing. Students will learn basic intervals and measurement, programmed stimulation, and EP study protocols. The student will correlate the etiology of disease states with presenting clinical signs and symptoms in order to discuss preventative and therapeutic measures.

**EP 212 – EP Clinical Rotation I (0-0-10)**  
Credit hours: 10 (450 clinical hours) – Clinical  
This 16-week clinical course is the clinical component of EP 205. The course provides an opportunity for the student to engage in actual performance of duties in the clinical setting relating to scrubbing device implants and EP studies.

**EP 220 – Therapeutic Procedures (1-0-0)**  
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery  
This 8-week hybrid course will introduce the student to advanced concepts related to ablation physics, the Hybrid OR, 3-D mapping technologies, and arrhythmias in different diseases and situations.

**EP 222 – EP Clinical Rotation II (0-0-10)**  
Credit hours: 10 (450 clinical hours) – Clinical  
This 16-week clinical course is the clinical component of EP 220. The course provides an opportunity for the student to engage in actual performance of duties in the clinical setting relating to scrubbing device implants and EP studies.

**Invasive Cardiovascular Technology Courses**

**INV 100 – Invasive Procedures I (4-0-0)**  
Credit hours: 4 (60 lecture hours, 8 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: INV 111, INV 112.*  
This 16-week hybrid course will introduce the student to the principles of diagnostic cardiac catheterization. The course will provide the student with the knowledge necessary to assist the cardiologist in the diagnostic catheterization study. Identification of coronary anatomy using the interventricular and atrioventricular planes will be introduced. Coronary dominance will be defined and collateral circulation described. Radiographic projections and coronary angulations will be discussed. Students will be given the concepts of x-ray imaging and learn to apply the principles of radiation protection. An introduction to invasive hemodynamic waveform analysis will be provided.

**INV 111 – Invasive Procedures Lab I (0-1-0)**  
Credit hours: 1 (45 lab hours) – Skills Lab  
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: INV 100, INV 112.*  
This 16-week on-site lab course provides an introduction to the diagnostic procedures performed in the cath lab. Students will demonstrate appropriate aseptic technique, surgical scrub, donning surgical gowns and gloves, patient preparation and draping, and angiographic equipment set-up.

**INV 112 – Invasive Clinical Rotation I (1-0-5)**  
Credit hours: 5 (225 clinical hours) – Clinical  
*Pre-requisites: All first semester sophomore-level courses. Co-requisites: INV 100, INV 111.*  
This 16-week clinical course provides students with hands-on application in the clinical setting of a cardiac catheterization laboratory. Students will learn to scrub during diagnostic and interventional procedures.
INV 120 – Advanced Invasive Procedures Lab (0-1-0)
Credit hours: 1 (45 lab hours) – Skills Lab
Pre-requisites: All sophomore-level courses. Co-requisites: None.
This 4-week on-site lab course provides an introduction to the interventional procedures performed in the cath lab. Students will demonstrate appropriate technique in interventional equipment set-up, balloon and stent preparation, and interventional wire control.

INV 200 – Invasive Procedures II (6-0-0)
Credit hours: 6 (90 lecture hours, 12 homework hours/week) – Hybrid Delivery
Pre-requisites: All sophomore-level courses. Co-requisites: INV 212.
This 16-week hybrid course provides the student with the background necessary to understand the pathophysiology of acquired and congenital cardiovascular disease. The student will correlate the etiology of disease states with presenting clinical signs and symptoms in order to discuss preventative and interventional measures. This course will introduce the student to the principles of hemodynamic monitoring, waveform analysis, and interventional cardiovascular procedures. The hemodynamic and structural findings from diagnostic testing will be presented as a framework for managing the cardiovascular client.

INV 212 – Invasive Clinical Rotation II (0-0-9)
Credit hours: 9 (405 clinical hours) – Clinical
This 16-week clinical course provides students with hands-on application in the clinical setting of a cardiac catheterization laboratory. Students will learn to circulate during diagnostic and interventional procedures.

INV 220 – Invasive Procedures III (3-0-0)
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery
Pre-requisites: All first semester senior-level courses. Co-requisites: INV 222.
This 16-week hybrid course is designed to introduce the student to advanced concepts of interventional cardiology. In addition to advanced concepts, this course will review essential material the student has learned over the past year, thus providing the knowledge and problem-solving skills necessary to pass the Invasive Registry. Included in this course is the information the student needs to complete certification in Intra-aortic Balloon Pump Therapy.

INV 222 – Invasive Clinical Rotation III (0-0-10)
Credit hours: 10 (450 clinical hours) – Clinical
Pre-requisites: All first semester senior-level courses. Co-requisites: INV 220.
This 16-week clinical course provides students with hands-on application in the clinical setting of a cardiac catheterization laboratory. Students will learn to monitor during diagnostic and interventional procedures.

Noninvasive Vascular Technology Courses

PVT 100 – Introduction to Peripheral Vascular Technology (3-0-0)
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery
Pre-requisites: All first semester sophomore-level courses. Co-requisites: PVT 111.
This 16-week hybrid course provides the knowledge of gross anatomy of the central, peripheral, and cerebrovascular systems, principles of the dynamics of blood circulation in the human body, the factors that influence blood flow, and hemodynamic consequences of occlusive disease. The student will gain the anatomic and hemodynamic knowledge needed to perform an upper and lower physiologic arterial exam and a duplex ultrasound examination of the extracranial arteries. The pertinent anatomy, risk factors for occlusive disease, and test indications are emphasized. Image and flow abnormalities are stressed, including waveform analysis. Other diagnostic and treatment modalities are discussed. The student will expound on their ability to correlate disease processes with findings when writing preliminary reports.

PVT 111 – Peripheral Vascular Technology Procedures Lab I (0-6-0)
Credit hours: 6 (270 lab hours) – Skills Lab
Pre-requisites: All first semester sophomore-level courses. Co-requisites: PVT 100.
During this 16-week on-site lab course, the student will receive skills lab training to gain skills in the use of fundamental non-imaging and imaging exam equipment designed to detect hemodynamic abnormalities of the flow in the extracranial arteries and in the arteries of the upper and lower extremities.

PVT 120 – Peripheral Vascular Technology Procedures Lab II (0-1-0)
Credit hours: 1 (45 lab hours) – Skills Lab
Pre-requisites: All sophomore-level courses. Co-requisites: None.
This 4-week on-site lab course introduces the student to writing a preliminary report, and correlating disease processes with examination results.

PVT 200 – Peripheral Vascular Technology II (3-0-0)
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery
Pre-requisites: All sophomore-level courses. Co-requisites: PVT 212.
This 16-week hybrid course is designed to help the student acquire the anatomic and hemodynamic knowledge needed to perform a duplex ultrasound examination of the lower and upper extremity veins including the subclavian, innominate, internal and external jugular veins, and inferior vena cava. The pertinent anatomy, risk factors for deep and superficial venous thrombosis, and test indications are presented. Image and flow abnormalities are stressed. Techniques of compression, the Valsalva maneuver, significance of respiratory phasicity, reflux, augmentation, and continuous venous flow are all discussed in detail.

PVT 212 – Peripheral Vascular Technology Clinical Rotation I (0-0-9)
Credit hours: 9 (405 clinical hours) – Clinical
This 16-week clinical course provides students the experience of observing all types of non-invasive studies in the peripheral vascular laboratory. Students will be expected to achieve and demonstrate competency in the performance of lower arterial physiological testing and cerebrovascular duplex testing. The course provides an opportunity for the student to engage in actual performance of duties in the clinical setting.

PVT 220 – Peripheral Vascular Technology III (1-0-0)
Credit hours: 1 (15 lecture hours, 2 homework hours/week) – Online Delivery
Pre-requisites: All first semester senior-level courses. Co-requisites: PVT 222, PVT 250.
This 16-week online course is designed to help the student acquire the anatomic and hemodynamic knowledge needed to perform a duplex examination of the renal, mesenteric, hepatoportal, penile, ovarian, and uterine vessels along with the aorta. The pertinent anatomy, risk factors, and test indications are presented. Image and flow abnormalities are stressed.
PVT 222 – Peripheral Vascular Technology Clinical Rotation II (0-0-11)
Credit hours: 11 (495 clinical hours) – Clinical
This 16-week clinical course will aid students in demonstrating competency in the performance of the duplex ultrasound examination of the lower extremity venous system. The student will observe all types of non-invasive studies in the peripheral vascular laboratory. Students will be introduced to upper venous, aortic, mesenteric, and renal artery duplex ultrasonography.

PVT 250 – Peripheral Vascular Technology Professional (1-0-0)
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery
Pre-requisites: All first semester senior-level courses. Co-requisites: PVT 220, PVT 222.
This 8-week hybrid course provides the student with an opportunity to mentor freshmen students in the skills lab, and role-model professionalism, communication, and collaboration.

Nursing Courses

NUR 001: Steps to Success in Nursing
Credit Hours: None
Qualified students are those who have been unsuccessful in a Nursing course (once), and must successfully complete a developmental plan in order to progress in the Nursing major. This course is intended to provide one-on-one counseling and advising as part of the developmental plan process. Students will meet on a regularly-scheduled basis with the academic advisor while they are working on the developmental plan.

NUR 100: Nursing Informatics
Credit Hours: 2 (30 lecture hours, 4 homework hours/week) – Online Delivery
Pre-requisites: All required general education courses. This course is offered only online, RN to BSN only.
This course is offered only online.
This introductory course explores the present and potential impact of healthcare informatics on the discipline of nursing, the healthcare delivery system, and the client, and addresses how technology shapes nursing practice, nursing education, and access to health informatics as an area of nursing specialization. The student is provided with the opportunity to develop the knowledge base and skills necessary to begin utilizing information technology in evidence-based nursing practice. A grade of “C” or better is required to pass this course.

NUR 200: Professional Nursing in Today’s Culturally Diverse Healthcare Environment
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Online Delivery
Pre-requisites: All required general education courses.
This course is offered only online.
This course introduces students to essential characteristics of professional nursing practice in today’s healthcare environment and to diverse cultures. Concepts to be explored include the history, definition, philosophy, and theoretical basis of nursing as a profession. Also, the role of the professional nurse will be intertwined to increase the student’s self-awareness and beliefs about diversity issues and emphasize attitudes and competencies that are important in effective professional relationships. Utilizing Giger and Davidhizar’s Transcultural Assessment Model, the students will develop an awareness and knowledge of culturally diverse populations. Topics include communication, space, social organization, time, environmental control, and biological variations and how they affect perspectives and lifestyles of selected groups. The importance of political awareness, legal considerations in nursing practice, and involvement in professional organizations is discussed. A grade of “C” or better is required to pass this course.
**NUR 201: Fundamentals Skills Lab**
Credit Hours: 2 (15 lecture hours, 45 skills lab hours, 2 homework hours/week) – Online Delivery + Skills Lab

*Pre-requisites: All required general education courses.*
This is a hybrid course, which combines online, skills lab, and simulation components. This course provides students with the opportunity to engage in development of skills that are required as a foundation in professional nursing, including those skills related to vital signs assessment, oxygenation, ambulation and mobility, safety, infection control and asepsis, nutritional support, and wound management. A grade of “C” or better is required to pass this course.

**NUR 202: Nutrition and Diet Therapy**
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Online Delivery

*Pre-requisites: All required general education courses.*
This course is offered only online. This course examines the essential nutrients needed by the human body, including requirements at different stages of development. Various nutrients contained in representative food categories are covered. Emphasis is placed on dietary modifications required for selected medical-surgical disease processes. Techniques and procedures for the application of nutrition and diet therapy are discussed in the context of socio-economic factors, consumer concerns, and healthcare condition. A grade of “C” or better is required to pass this course.

**NUR 214: Health Assessment**
Credit Hours: 4 (45 lecture hours and 45 hours skills lab, 6 homework hours/week) – Online Delivery + Skills Lab, Traditional; Online Delivery, RN to BSN

*Pre-requisites: All required general education courses.*
This is a hybrid course, which combines online and skills lab. This course is designed to introduce the knowledge and skills required to develop a comprehensive nursing database. The student will use therapeutic communication techniques to perform a nursing health assessment interview using a functional health pattern framework. Emphasis on caring is displayed through themes of assessment of the whole person’s culture, spiritual, familial and environmental considerations. The physical assessment techniques of inspection, palpation, percussion, and auscultation will be applied to perform a systematic examination of a healthy adult. The student will use critical thinking concepts to integrate the exam into an organized head to toe sequence. Emphasis will be placed on communication of specific health assessment findings and acquiring health assessment knowledge and skills based on scientific rationale. Assessment data will be documented using appropriate medical terminology and accepted abbreviations. A grade of “C” or better is required to pass this course.

**NUR 215: Pathophysiology**
Credit Hours: 4 (60 lecture hours, 8 homework hours/week) – Hybrid Delivery, Traditional; Online Delivery, RN to BSN

*Pre-requisites: All required general education courses.*
This is a hybrid course in the Traditional BSN Program, which combines online and in-class meetings. This course is only offered online for the RN to BSN Program. This theory course introduces the student to alterations in normal physiologic functions. General pathophysiological concepts include altered fluid and electrolytes, altered cellular and tissue biology, mechanism of self-defense and cellular proliferation. Specific disease processes affecting cellular proliferation, neurological, endocrine, and hematological, cardiovascular, lymphatic, pulmonary, renal and urological, and digestive systems are discussed. A grade of “C” or better is required to pass this course.
NUR 310: Orientation  
Credit Hours: 1 (15 lecture hours, 2 homework hours/week) – Online Delivery  
*Pre-requisites: All required general education courses.*  
This course is offered only online.  
This course addresses selected concepts of the curriculum and information specific to Sentara College of Health Sciences, School of Nursing academic environment. Concepts included are essential for academic and clinical success, understanding the overview of the curriculum, the framework of the curriculum, the Academic Center for Evidence-Based Practice (ACE) model, and clinical-based PICO format. The course is designed to introduce core concepts related to nursing, as well as the philosophy and conceptual framework of Sentara College of Health Sciences, School of Nursing. This course is graded as pass/fail.

NUR 311: Concepts of Pharmacology  
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All sophomore-level nursing courses.*  
This is a hybrid course, which combines online and in-class meetings.  
The principles of pharmacology are integrated throughout the nursing curriculum. This introductory course to pharmacology incorporates the basic principles of pharmacokinetics and pharmacodynamics using the nursing process. Course instructional emphasis is placed on nursing implications and client education. This course will discuss the foundation of pharmacology essential to the development of a pharmacology knowledge base in preparation for assuming the role of a professional nurse. Nursing process will be applied to pharmacology in a broad context, issues and topics relevant to the professional nurse’s responsibilities in the administration of drugs will be integrated with the assessment and evaluation of client outcomes. In addition, the student will be introduced to a system and process for drug classification and action, drug dosage calculation, drug legislation, and legal aspects of drug administration as a foundation for the integrated content. A grade of “C” or better is required to pass this course.

NUR 312: Medication Calculation and Administration  
Credit Hours: 1 (15 lecture hours, 2 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All sophomore-level nursing courses.*  
This is a hybrid course, which combines online and in-class meetings.  
This course is designed to provide the student with the general principles of medication administration, including calculation of dosage, preparation, safe administration, and documentation of multiple forms of medications. Emphasis is placed on the utilization of nursing process, critical thinking, and evidence-based practice during the administration process. The course will include the exploration of the major causes and prevention of medication errors. A grade of “C” or better is required to pass this course.

NUR 314: Gerontology Nursing  
Credit Hours: 2 (30 lecture hours, 4 homework hours/week) – Hybrid Delivery  
*Pre-requisites: All sophomore-level nursing courses.*  
This is a hybrid course, which combines online and in-class meetings.  
This course uses concepts of evidence-based practice to introduce the students to the basic principles and practices for care of elderly individuals. The course will explore the age-related changes and needs of the older population, including health promotion, coping with chronic illness, acute illness, and end-of-life issues. Psychiatric nursing topics discussed are complex health issues, such as elder abuse and psychosocial needs. The course will address the needs of older adults across the spectrum of living arrangements, from the independent home dweller through long-term care. A grade of “C” or better is required to pass this course.
NUR 315: Fundamentals of Nursing Practice
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Hybrid Delivery
Pre-requisites: All sophomore-level nursing courses.
This is a hybrid course, which combines online and in-class meetings.
This course introduces the student to nursing as a profession and the role of the nurse as a provider of care, coordinator of care, and member of the profession. Emphasis is placed on utilizing foundational nursing principles and skills. The nursing process is introduced within the context of evidence-based practice as a method whereby nurses use critical thinking skills to assess, plan, and implement nursing intervention and evaluate outcomes. Concepts of nursing, legal, ethical, cultural, communication, spirituality, and teaching/learning are introduced. Psychiatric nursing topics are incorporated, as well as the role of the psychiatric nurse. A grade of “C” or better is required to pass this course.

NUR 316: Fundamentals of Nursing Practice Practicum
Credit Hours: 3 (10 skills lab hours, 20 simulation hours, 105 clinical hours) – Clinical
Pre-requisites: All sophomore-level nursing courses.
This beginning clinical nursing course introduces students to concepts that form the foundation for the practice of nursing. It provides students with the opportunity to learn fundamental skills in the campus learning lab and to provide direct nursing care to individuals in selected healthcare settings. The focus is on assessment of the client’s basic human needs and development of nursing skills from simple to complex. By using the nursing process, students begin to prioritize client care and observe therapeutic communication skills in various settings, including a psychiatric facility. Pre- and post-conferences are designed to assist beginning students in correlating nursing theory and general education principles to clinical practice while incorporating evidence-based findings and standards of care in the collection and analysis of data. A grade of “C” or better is required to pass this course.

NUR 317: Adult Nursing I
Credit Hours: 5 (75 lecture hours, 10 homework hours/week) – Hybrid Delivery
Pre-requisites: All required first semester junior-level courses.
This is a hybrid course, which combines online and in-class meetings.
This course focuses on the concepts and principles underlying the nursing care of clients with acute and chronic health problems. Concepts of assessment, pharmacology, nutrition, health, culture, holism, community, teaching/learning strategies, change theory, and leadership are integrated as they relate to specific pathophysiological and psychological processes. The course content extends and refines the knowledge and skills acquired in NUR 315 and human anatomy and physiology classes. Using an evidence-based plan of care approach, medical surgical content is presented within specific body systems. Psychiatric nursing topics are incorporated as well, thus caring for the bio/psycho/social needs of the adult client. The specific body systems to be discussed include cardiovascular, respiratory, renal, musculoskeletal, endocrine, and neurological. Psychiatric nursing topics include nursing assessment, pharmacology, group, mood, chemical dependency and eating disorders. A grade of “C” or better is required to pass this course.

NUR 318: Clinical Management of the Adult I
Credit Hours: 5 (14 skills lab hours, 24 simulation hours, 187 clinical hours) – Clinical
Pre-requisites: All required first semester junior-level courses.
This course prepares the student to provide client- and family-centered, evidence-based nursing care using concepts related to the physiological and psychological aspects of adults afflicted with acute and chronic health problems. The student will be provided with opportunities to utilize knowledge, psychomotor skills, and critical thinking skills, while providing holistic nursing care in a variety of settings, including a psychiatric rotation. Focus is on health promotion and concepts of illness prevention in the care of clients. Assessment, pharmacology, nutrition, teaching/learning, change theory, and leadership will be incorporated into clinical activities meeting the bio/psycho/social needs of the adult using the ACE Model.
as a foundation. The course also presents the knowledge translation process and offers the student guided experience in formulating PICO questions, performing literature searches, evaluating research statistics and systematic reviews, and assessing clinical guidelines for applicability in clinical nursing practice. Continued emphasis is placed on critical thinking, problem solving, clinical judgment, and evidence-based practice. A grade of “C” or better is required to pass this course.

**NUR 321: Community Nursing**
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Online Delivery
*Pre-requisites: Traditional: All required first semester junior-level courses; RN to BSN: All required general education courses.*
This course is offered only online. This course is designed to prepare students for contemporary community health nursing practice in a changing healthcare system. Concepts focus on the care of a variety of populations in varied community settings, including mental health. Factors influencing the primary healthcare of communities and the impact of globalization, politics, socioeconomics, and environmental factors on the health vulnerability and resiliency of communities are examined, as well as issues influencing psychiatric mental health nursing. A grade of “C” or better is required to pass this course.

**NUR 322: Community Nursing Practicum**
Credit Hours: 1 (45 clinical hours) – Clinical
*Pre-requisites: All required general education courses and successful completion of all junior-level courses (Traditional students only).*
This course is a synthesis of community assessment concepts and public health practice with the goal of promoting and preserving the health of populations. Students learn and develop through active participation in clinical experiences that include a windshield survey project that is conducted in and meets the needs of communities including mental health. Students will apply the nursing process and community health concepts to diverse individuals, families and communities in homes, community agencies, and schools to facilitate achievement of maximum potential for healthy living in the community setting. A grade of “C” or greater is required to pass this course.

**NUR 324: Nursing Theory**
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Online Delivery
*Pre-requisites: All required first semester junior-level courses.*
This course is offered only online. This course will concentrate on nursing models and theories that support professional nursing practice. The student will analyze and synthesize various theoretical frameworks developed by numerous nurse theorists. Application of the various theories will be explored. The development and application of nursing theory to both clinical nursing practice and nursing research effects will be incorporated into the student’s learning. A grade of “C” or better is required to pass this course.

**NUR 325R: RN Community Practicum (RN to BSN)**
Credit Hours: 1 (45 clinical hours) – Clinical
*Co-requisites: NUR 321 (RN to BSN students only).*
This service learning course is a synthesis of nursing and public health practice with the goal of promoting and preserving the health of populations. Students learn and develop through active participation in a community health project that is conducted in and meets the needs of communities. Students will apply the nursing process and concepts to diverse individuals, families, or communities in settings that may include homes, community agencies, and schools to facilitate the movement toward achievement of maximum potential for daily living. A grade of “C” or greater is required to pass this course.
NUR 409: Nursing Research: Design and Methodology
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Online Delivery
Pre-requisites: All required general education courses, nursing pre-requisite courses, and all first semester junior-level courses (Traditional BSN students); all required general education courses (RN to BSN students).
This course is offered only online.
This non-clinical course focuses on application of nursing research to promote evidence-based nursing practice. Introductory searching and critiquing skills are used to examine each step of the nursing research process, determine the usefulness of research in clinical decisions related to practice, and correlate findings with evidence of best practice in the care of individuals, families, and populations. Students learn how to ask a clinical question using the PICO format and translate evidence into practice using the ACE Model. Students identify a clinical problem, review sources of evidence, and develop plans of care that integrate the strongest evidence to enhance well-being and quality of life. A grade of “C” or better is required to pass this course.

NUR 410: Adult Nursing II
Credit Hours: 5 (75 lecture hours, 10 homework hours/week) – Hybrid Delivery
Pre-requisites: All junior-level courses.
This is a hybrid course, which combines online and in-class meetings.
This course is designed to enable senior students to extend and refine the medical/surgical content and skills acquired in NUR 317 and human anatomy and physiology. This course focuses on the unique healthcare needs of the psychiatric client, the client with acute and critical illness, and the impact of illness on the family. Students correlate pathophysiology with assessment and evaluate responses to intervention for clients requiring intensive nursing care. The specific body systems covered in NUR 410 include cardiac, renal, respiratory, endocrine, hematologic, immune, and gastrointestinal. Principles of genetics knowledge and emergency preparedness are presented. The psychiatric conditions include eating disorders, anxiety, psychosis, and personality disorders. Concepts of assessment, pharmacology, nutrition, health, holism, community, and teaching/learning strategies are integrated as they relate to specific pathophysiologic processes. Emphasis is placed specifically on developing skills in organization, critical thinking, problem solving, and clinical judgment. Prevention and appropriate response to bioterrorism situations are discussed. Students will incorporate bio/psycho/social and cultural factors in the planning of, and providing care for, clients with complex, multi-system health problems, and will apply nursing concepts and skills according to their needs. Students further develop the roles of educator, collaborator, and advocate to care for clients and families in crisis. This course expands on basic preparation in evidence-based practice, providing advanced skills needed to implement and evaluate information available from research findings and professional consensus statements. A grade of “C” or better is required to pass this course.

NUR 411: Clinical Management of the Adult II
Credit Hours: 5 (4 skills lab hours, 28 simulation hours, 193 clinical hours) – Clinical
Pre-requisites: All junior-level courses.
Utilizing the nursing process, students will provide care to clients and families in a variety of healthcare settings. This course provides students with planned clinical experiences to meet the physical and psychological needs of clients with multidimensional health problems. Students are challenged to use the nursing process, therapeutic communication, pharmacology, and critical and creative thinking while providing nursing care to complex and mental health clients in a variety of settings. Emphasis is placed on refining organizational skills, clinical judgment and group dynamics in the healthcare environment, as well as the professional socialization process for successful entry into the practice domain. In this course, the student will provide and manage restorative care for adults with complex needs and their families in an acute and critical care setting using the ACE Model as a foundation. The course also presents the knowledge translation process and offers the student guided experience in formulating PICO questions,
performing literature searches, evaluating research statistics and systematic reviews, and assessing clinical guidelines for applicability in clinical nursing practice. A grade of “C” or better is required to pass this course.

**NUR 413: Maternal/Child Nursing**
*Credit Hours: 5 (75 lecture hours, 10 homework hours/week) – Hybrid Delivery*
*Pre-requisites: All first semester senior-level courses.*
This is a hybrid course, which combines online and in-class meetings. This course provides the student with the knowledge necessary to interact holistically with children and childbearing families in a variety of settings. It is a family-centered, evidence-based nursing course in which students examine health promotion concepts with a special focus on concerns of the childbearing and childrearing family. Concepts of assessment, pharmacology, nutrition, growth and development, teaching/learning, community, and health are integrated into course content. The causes, treatment, and prevention of childhood conditions are explored. Psychiatric nursing topics included are childhood psychiatric disorders, family theory, and family violence. There is a focus on domestic violence, child abuse recognition, and intervention. Continual emphasis is placed on the development of skills in organization, critical thinking, problem solving, and clinical judgment. A grade of “C” or better is required to pass this course.

**NUR 414: Clinical Management of Maternal/Child**
*Credit Hours: 3 (16 skills lab hours, 23 simulation hours, 96 clinical hours) – Clinical*
*Pre-requisites: All first semester senior-level courses.*
This clinical application course focuses on the scientific concepts and principles (evidence-based practice) related to monitoring and caring for human responses common to childbearing women, their infants, children, and their families. In the obstetrics portion of the course, there is an emphasis on the nursing care essential to meeting the physical, emotional, psychological, and social needs of women experiencing healthy and complicated pregnancies. In the pediatric portion, there is an emphasis on use of the nursing process in the care of children and adolescents experiencing alterations in wellness. A grade of “C” or better is required to pass this course.

**NUR 415: Nursing Leadership/Management**
*Credit Hours: 2 (30 lecture hours, 4 homework hours/week) – Online Delivery*
*Pre-requisites: All first semester senior-level courses (Traditional BSN students); all required general education courses (RN to BSN students).*
This course is offered only online. This course is an introduction to the theory and practice of nursing leadership and management. The emphasis is on understanding the key skills of successful nurse leaders/managers, such as thinking critically, communicating effectively, handling conflict, delegating successfully, building teams, controlling resources, improving quality, managing stress, and leading change. In addition there is a unit dedicated to multiple aspects of managing human resources. A grade of “C” or better is required to pass this course.

**NUR 416: Senior Clinical Preceptor**
*Credit Hours: 3 (8 simulation hours, 127 clinical hours) – Clinical*
*Pre-requisites: All first semester senior-level courses and NUR 413/414.*
This course prepares the student to become a competent, knowledgeable, self-directed professional nurse who has the ability to think critically. Using the ACE Model as a foundation for evidence-based practice, students are expected to integrate PICO questions with the purpose of guiding their nursing care. Nursing concepts and skills related to development and application of leadership/management theory are the focus as the student experiences professional role immersion as a beginning staff nurse. The student applies these leadership and management skills in collaboration with clients, families, and members of the...
healthcare team in clinical settings using the preceptorship model. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner. The focus is on gaining an in-depth understanding of the registered nurse role, as well as strengthening nursing skills in the clinical setting. Students will be precepted by nurses and mentored by nursing faculty whereby focused knowledge and skills will be developed in the student’s specified practice area of interest. A grade of “C” or better is required to pass this course.

**NUR 420R: Senior Capstone**
**Credit Hours: 4 (180 clinical hours) – Clinical**
**Pre-requisites: All RN to BSN courses in the major**
This course builds on prior learning related to baccalaureate nursing. Students engage in the design and development of an evidence-based project in a clinical setting, under the direction of a nursing faculty member and in collaboration with an inter-professional healthcare team. Students utilize knowledge of sciences, humanities, the arts, and nursing as a guide in this project to provide safe, competent, and effective care. Students will utilize critical thinking skills, analyze and apply research, demonstrate awareness of the regulatory and political functions that support providing comprehensive care, while maintaining values and integrity in the development of the project for implementation in the clinical setting. The experience will culminate with a formal presentation of the project to peers and the faculty of the course. A grade of “C” or better is required to pass this course.

**Surgical Technology Courses**

**ST 103 – Surgical Instrumentation (1-2-0)**
**Credit hours: 3 (15 lecture hours, 90 lab hours, 2 homework hours/week) – Hybrid Delivery**
**Pre-requisites: General education courses. Co-requisites: None.**
This is a 15-week hybrid course with a focus on the identification and use of surgical instruments. The student will receive didactic instruction on how instrument names are used in the operating room and identification of different types of instruments by name, function, and specialty, and identify surgical furniture and equipment. This course offers lab experience during which the student will study and work with a variety of surgical instruments.

**ST 111 – Applications in Surgical Case Management Lab (0-1-0)**
**Credit hours: 1 (45 lab hours) – Skills Lab**
**Pre-requisites: All first semester sophomore-level courses. Co-requisites: 112.**
This is a 7-week onsite lab course with a focus on hands-on practice in the physical environment of the operating room and the role of the surgical technologist. The student will engage in techniques for surgical positioning, preliminary preparation, draping, preoperative case preparation, intraoperative case management, Association of Operating Room Nurses (AORN) instrument supply counting techniques. The student will engage in simulated surgical case management involving instrument organization, wound management, medication, specimen management, and concepts of anesthesia.

**ST 112 – Concepts of Surgical Case Management (2-0-0)**
**Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Hybrid Delivery**
**Pre-requisites: All first semester sophomore-level courses. Co-requisites: ST 111.**
This is a 7-week hybrid course with a focus on the physical environment of the operating room, ancillary departments and organizations, the role of the surgical technologist, the rationale and techniques for surgical positioning, pre-operative concepts and management, preliminary preparation, draping, pre-operative case preparation, inter-operative case management, Association of Operating Room Nurses (AORN) instrument supply counting techniques, simulated surgical case management involving instrument organization, wound management, and medication and specimen management.
ST 120 – Surgical Specialties I (3-0-0)
Credit hours: 3 (45 lecture hours, 12 homework hours/week) – Hybrid Delivery
Pre-requisites: All first semester sophomore-level courses. Co-requisites: ST 121.
This is a 7-week hybrid course with a focus on the development of knowledge in emergency patient situations, post-anesthesia care unit (PACU), equipment, case management, diagnostic sciences, involved anatomy, tissue replacement materials, and procedural knowledge specific to the specialty surgeries of Minimally Invasive Surgery (MIS), General, and Orthopedics. The student will learn to integrate basic concepts with technical skills.

ST 121 – Surgical Specialties I Clinical (0-0-4)
Credit hours: 4 (180 clinical hours) – Clinical
Pre-requisites: All first semester sophomore-level courses. Co-requisites: ST 120.
This is a 7-week clinical course taken in conjunction with ST 120 and reflects clinically procedure-specific knowledge of what is learned in the classroom. This course requires the student to participate in varied activities in the clinical externship, including observation, set-up, first and second preceptor supervised scrubbing. The student will focus on and develop technical skills in Minimally Invasive Surgery (MIS), General, and Orthopedics.

ST 130 – Advanced Surgical Techniques (0-1-0)
Credit hours: 1 (45 lab hours) – Skills Lab
Pre-requisites: All sophomore-level courses. Co-requisites: None
This is a 4-week on-site lab course with a focus on intricate and independent skill development through the use of simulated interprofessional roles.

ST 203 – Surgical Specialties II (4-0-0)
Credit hours: 4 (60 lecture hours, 8 homework hours/week) – Hybrid Delivery
Pre-requisites: All sophomore-level courses. Co-requisites: ST 204.
This is a 15-week hybrid course with a focus on the development of knowledge in equipment, case management, diagnostic processes, the involved anatomy, and procedural knowledge specific to the specialty surgeries of Gynecological, Obstetrics, and Genitourinary, Ophthalmology, and the ear, nose, throat, and mouth (Otorhino-laryngological), Oral Maxillofacial, Plastics/Reconstruction, Peripheral Vascular, and Pediatric procedures. The student will learn to integrate basic concepts with technical skills.

ST 204 – Surgical Specialties II Clinical (0-0-9)
Credit hours: 9 (405 clinical hours) – Clinical
This is a 15-week clinical course taken in conjunction with ST 203 and reflects clinically procedure-specific knowledge of what is learned in the classroom. This course requires the student to participate in varied learning activities in the clinical externship, including observation, set-up, first and second preceptor supervised scrubbing. The student will focus on and develop technical skills in Gynecological, Obstetrics, and Genitourinary, Ophthalmology, and the ear, nose, throat, and mouth (Otorhino-laryngological), Oral Maxillofacial, Plastics/Reconstruction, Peripheral Vascular, and Pediatric procedures.

ST 220 – Surgical Specialties III (3-0-0)
Credit hours: 3 (45 lecture hours, 12 homework hours/week) – Hybrid Delivery
Pre-requisites: All first semester senior-level courses. Co-requisites: ST 222.
This is a 7-week hybrid course with a focus on the development of knowledge in equipment, case management, diagnostic processes, the involved anatomy, and procedural knowledge specific to the specialty surgeries and relevant diagnostic processes and application to surgeries in Cardiac, Thoracic and Pulmonary, Trauma, and Neurosurgery concerns related to these specialties. The student will seek opportunities for a more independent role.

**ST 222 – Surgical Specialties III Clinical (0-0-4)**
Credit hours: 4 (180 clinical hours) – Clinical
*Pre-requisites: All first semester senior-level courses. Co-requisites: ST 220.*

This is a 7-week clinical course in which the student will integrate entry-level concepts with surgeries in Cardiac, Thoracic and Pulmonary, Trauma, and Neurosurgery concerns related to these specialties. The student will seek opportunities for a more independent role.

**ST 250 – Surgical Specialties IV Clinical (0-0-3)**
Credit hours: 3 (135 clinical hours) – Clinical
*Pre-requisites: All first semester senior-level courses. Co-requisites: ST 251.*

This is a 7-week application course in which the student will integrate entry-level concepts within all surgical specialties. The student will learn to integrate intricate concepts and technical skills in an assortment of highly complex procedures. The student will assume a more independent role and develop in-depth critical thinking and problem solving skills.

**ST 251 – Professional Development for the Surgical Technologist (1-0-0)**
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Hybrid Delivery
*Pre-requisites: All first semester senior-level courses. Co-requisites: ST 250.*

This is a 7-week hybrid course in which the student will develop emerging employee skills through interview and resume writing techniques and communication in the workplace. The focus of the course includes professional organizations, credentialing, and employability skills. Certification preparatory seminars will be conducted to assist the student in preparation for the National Board of Surgical Technology and Surgical Assisting (NBSTSA) certification web-based test on-site.

**Care Partner Course**

**CP 100: Care Partners and the Healthcare Setting**
(60 lecture hours, 49.5 skill lab hours, 85.5 clinical hours) – Hybrid Delivery

This is a hybrid course, which combines online, in-class meetings, skills lab, and a clinical component. In this course students have the opportunity to engage in interactive strategies to learn concepts of assessment, hygiene, safety, nutrition, infection control, and communication, while emphasizing basic anatomy, common disorders, body systems, growth and development of the adult/older client, and documentation. In a simulated clinical setting, students practice skills needed to provide healthcare. The clinical component provides the student with experiences on various units in the acute care setting.

**Central Sterile Supply Technician Course**

**CS 101**
(60 lecture hours, 360 clinical hours) – Face to Face + Skills Lab + Clinical

In this course, through didactic, lab, and clinical experience, the student will develop basic technical skills in the fundamentals of medical terms, anatomy, and microbiology. The emphasis of this course includes regulations and standards applicable to sterile processing, infection prevention and control, identification and use of surgical instruments, care, cleaning, and processing of surgical instruments specific to end-uses, concepts of a variety of sterilization techniques, and methods. The student will gain an understanding of quality assurance, inventory management, and safety. The student will participate in 400
hours of hands-on learning based on the International Association of Healthcare Central Service and Material Management (IAHCSMM) requirements for certification.

**Monitor Surveillance Courses**

**MS 100: Basic Rhythm Analysis**  
*(48 lecture hours, 90 skills lab hours) – Face to Face*

This course is designed to prepare the student to recognize and interpret the various features of the electrocardiogram (ECG). Emphasis is placed on ECG patterns and components, cardiac conduction and regulation, normal values of ECG components, SA nodal, AV nodal, and ventricular arrhythmias. Practical application of ECG theory incorporated with arrhythmia detection will prepare the student to recognize abnormal conduction patterns of patients in various clinical settings. Content will also include normal cardiac anatomy, waveform nomenclature, and electrode placement.

**MS 200: Monitor Surveillance**  
*(36 lecture hours, 144 clinical hours) – Face to Face + Clinical*

*Prerequisite: MS 100.*

Students continue to study basic rhythm analysis and advanced rhythm interpretation. This course provides the student with an opportunity to engage in actual performance of duties in the clinical setting.
**Policy Title:** Drug Free Environment  
**Department:** Enrollment Management  
**Owner:** Director, Enrollment Management  
**Original Date Long Standing Policy**  
**Area:** Admissions  
**Approved by:** Executive Council  
**Revision Date May 2015**  
**Audience:** Employees, Contract Employees, Applicants, Students

### Policy Statement

Students and employees of Sentara Healthcare/Sentara College of Health Sciences (including contract employees) are not to be involved with the unlawful use, possession, sale, or transfer of illegal drugs or controlled substances, including alcohol, in any manner which may impair their ability to perform assigned duties or otherwise adversely impact the organization’s business.

Sentara Healthcare/Sentara College of Health Sciences is committed to maintaining an environment that is free of the influence of drugs. This policy covers all applicants, employees, students in College, and independent contractors who provide services for or through SHC.

With the exception of the online RN to BSN Program, all applicants accepted for admission must submit to a urine drug screen. Accepted students will be notified prior to the start of classes to report for this screening at a designated facility. Sentara College of Health Sciences retains the right to immediately revoke admission to students if the drug screen is positive (unsatisfactory drug screen) or if the applicant misses the deadline for screening. Applicants who have an unsatisfactory drug screen must wait one year to be considered for readmission. If an applicant misses the deadline for a drug screening, they can re-apply after six months for the continuing education courses and after one year for the degree-granting programs.

Drug screenings may be performed at any time.

### Purpose

The U.S. Department of Education’s Drug Free Colleges and Communities Act requires that as a condition of receiving any form of financial assistance under any federal program, an institution of higher education must adopt and implement a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. This policy includes the required components of that program.

### Definitions

SHC – Sentara Healthcare (to include Sentara College of Health Sciences and any other facility or service operated by Sentara Healthcare).
Prohibited Activities

Any of the following constitutes a violation of the Drug Free Environment policy and shall subject a student to disciplinary action up to and including dismissal from the College:

- Using, selling, purchasing, transferring, possessing, manufacturing, or storing an illegal drug or drug paraphernalia or controlled substance
- Attempting or assisting another to do so while engaged in an SHC-sponsored activity on SHC premises, in organization-owned, leased, or rented vehicles or on SHC business, or while outside of College if SHC determines that the activity adversely affects SHC regard or reputation in the business or local community
- Reporting to work, class, or a college activity under the influence of an illegal drug or controlled substance or with such present in the employee’s or student’s system, improper use of a prescribed drug, or in an impaired condition as a result of being under the influence
- Switching, adulterating, or attempting to tamper with any sample submitted for testing or otherwise interfering or attempting to interfere with the testing process
- Failing to report for a drug test at an SHC-designated collection site or when directed
- Being arrested or convicted under any criminal drug statute under circumstances which SHC determines adversely affect SHC regard or reputation in the community

Criminal Drug Conviction

Any student or employee who is convicted of violating any criminal drug statute in the College or workplace must notify the Dean within five (5) days of the conviction. Within ten (10) days of receiving this notice from the student or employee or otherwise learning of the conviction, the College will give notice of the conviction to the federal agency involved in any applicable grant program.

Within 30 days after receiving such notice from a student or employee or otherwise learning of such a conviction, the College will take the corrective action the College deems appropriate, up to and including dismissal or termination. Such corrective action will be consistent with federal, state, and local laws. As a part of the action the College deems appropriate, the College may, at its discretion, put the student or employee on probation or suspension and/or require them to successfully complete a chemical substance abuse assistance or rehabilitation program at the student’s or employee’s own expense, or through the College’s Counseling Services if eligible, or through a health insurance program. The College may take corrective action, up to and including dismissal, for failure to successfully complete such a program.

The College will cooperate in any process by which students may be required to certify, as a condition of participating in the Pell Grant program, that they have not been convicted of drug-related offenses or that they will not engage in unlawful activities involving controlled substances.

As set out more fully in the Drug Free Colleges and Communities Act and the Drug Free Workplace Act and implementation regulations, if a student is convicted of violating a criminal drug statute, the court may suspend the student’s eligibility for Title IV financial aid. If the student is convicted three or more times for drug distribution, he/she may become permanently ineligible to receive Title IV financial aid.

The College will notify the Financial Aid Representative if any student receiving Title IV financial aid is determined to have violated a criminal drug statute. If the student is unsure as to whether he or she is receiving financial aid, the College may directly verify financial aid information with the Financial Aid Representative. The College will comply with all laws governing licensed medical personnel that may
require the College to report to the licensing authorities when licensed personnel may be involved in substance abuse. Virginia Code Title 54.1 generally governs the licensing of medical personnel in Virginia. In addition, the College will report any actual or suspected criminal activity to law enforcement officials for possible prosecution.

**Investigation and Corrective Action**
If students and/or employees exhibit behaviors that indicate the possibility of illegal or unauthorized involvement with drugs or alcohol, the College will conduct the investigation it deems appropriate to determine whether corrective action is needed. The College maintains the discretion to take corrective action it finds appropriate under the particular circumstances. The investigative and corrective steps the College may take are outlined in code of conduct policy.

**Drug-Free Awareness Program**
The College’s Drug-Free Awareness Program includes the following:

The College provides a review, at orientation and on an annual basis, to inform and remind students and employees about the dangers of illegal and unauthorized involvement with drugs and alcohol in the College. This policy is included in student orientation with the Student Handbook review. Employees attend the SHC corporate orientation program and are provided with a SHC Employee Handbook with all corporate policies.

Annual review of this policy is accomplished by the annual update of the Catalog and Student Handbook. Students have continuous access to this document through Blackboard and [www.sentara.edu](http://www.sentara.edu) and may print one at any time for their own reference.

The topics discussed in the policy are the categories of drugs, the health risks associated with particular drugs, and the applicable legal sanctions under local, state, and federal law for illegal involvement with drugs and alcohol.

This annual review ensures that students and employees are informed and reminded regularly of the College’s policy, the expected standards of behavior, and the potential for corrective action for violations of the policy.

The College makes every effort to inform and remind students about the availability of rehabilitation and counseling services.

**Policy Review**
Students are provided the Drug Free Awareness program on entry into the College. Specific information regarding drugs and alcohol is found later in this section as well. Students must provide acknowledgement they have received the education and agree to abide by the policy.

Students and employees receive this information on a yearly basis at the beginning of the academic year. At least once each year, each student and employee at the College will be given a copy of this policy (as it may be modified from time to time) as part of the updates to the Student and Faculty Handbooks.

The College will perform an annual review of this program for the purpose of determining its effectiveness and implementing changes to ensure adherence and compliance to the policy and consistent enforcement of sanctions.

SCOHS 2015–2016 Catalog
Testing for Reasonable Suspicion
Urinalysis or other drug/alcohol screenings will be conducted on all persons covered by this policy whose actions give rise to “reasonable suspicion” of being under the influence of a drug or alcohol or of being a user of an illegal or controlled substance. Some examples of “reasonable suspicion” for testing include, but are not limited to:

- Observation of inappropriate behavior (i.e., slurred speech, poor coordination, irrational behavior, hyperactivity, etc.) or performance and/or other problems in the College or clinical site that might be caused by substance abuse
- Credible information of illegal drug activity from a reliable source
- Serious incident resulting in property damage or personal injury or where the supervisor has reason to question the physical, mental, and emotional condition of the employee involved
- Instances where controlled substances are reported missing and the employee is a suspect, or where illegal drugs are found in the possession of the employee, or in or on personal property brought onto Sentara premises by the employee or student or otherwise while at work or involved in a College-sponsored activity. Testing may include an entire department, unit or class.

Search
SHC reserves the right to carry out reasonable searches of individuals, their personal effects, lockers, and vehicles when entering premises, while on-premises and when leaving company premises. Such searches may be carried out without prior announcement and with reasonable cause.

Legal Drugs
It is the responsibility of the student who is taking legal drugs that may influence class/clinical performance to notify his/her instructor/course coordinator. The student must ask the physician whether use of a prescribed drug will affect College/clinical performance upon receiving a prescription. It is the student’s responsibility to obtain a written release prior to returning to College.

Counseling Services
Sentara College of Health Sciences provides a full-time Counselor for the benefit of its students to address personal counseling issues. Students are encouraged to seek assistance from the Counselor for substance abuse problems. This person is a benefit providing short-term counseling at no cost to students. Private sessions are scheduled directly with the counselor on-site or through alternative methodologies for distance education students. Strict confidentiality is maintained throughout counseling sessions unless the student authorizes permission to the contrary through a Release of Information form.

State and Federal Penalties for Drug-Related Crimes
Under state and federal law it is a crime to manufacture, sell, give, distribute, or even possess any “controlled substance” with the intent to distribute or manufacture, except as may be legally dispensed by pharmacists and prescribed by an M.D. The Virginia State Law penalties for this crime include terms of imprisonment between one (1) and five (5) years and fines of up to $100,000. If the person has previous drug convictions, he or she may be sentenced to a term in prison between five (5) years and life with fines up to $100,000.

Federal law penalties for convictions involving hard drugs including heroin, cocaine, phencyclidine (PCP), lysergic acid diethylamide (LSD), or large amounts of marijuana may subject the offender to a prison term of between ten (10) years and life. If the controlled substance results in a death or serious
bodily injury to someone, the prison term is between twenty (20) years and life with fines of up to $4,000,000. If the offender has a prior conviction, the prison term is between twenty (20) years and life. If death or serious bodily injury results from the use of the controlled substance, the term of imprisonment is life with a fine of up to $10,000,000. If the offender has two or more prior convictions for felony drug offenses, this may result in a mandatory term of life imprisonment without release and fines up to $10,000,000.

In addition, an offender with no prior convictions must submit to a minimum of five (5) years of supervised release. If the offender has previously been convicted of drug-related offenses, a minimum of ten (10) years of supervised release will be imposed. Also, some federal offense convictions may result in a sentence without probation and no parole eligibility during the entire term of imprisonment.

For convictions involving smaller amounts of drugs, a federal conviction may result in a prison term of between five (5) and forty (40) years. This term will be increased to twenty (20) years to life if death or serious bodily injury resulted in the use of the drug. Also, the court may impose a fine of up to $2,000,000. If the person has been previously convicted, the prison term will be between ten (10) years and life. In certain circumstances, the prison term will be a minimum of life with fines up to $4,000,000. Under federal law, a conviction involving a controlled substance in the least serious category will involve a prison term of up to one (1) year and fines of up to $100,000. If a person has prior convictions, the prison term will be up to two (2) years with fines of up to $200,000.

Under the Virginia State Law, a person who is convicted with respect to a controlled substance may receive a jail term from twelve (12) months up to life imprisonment. The maximum fines will run between $250,000 and $100,000.

Both the state and federal penalty for unlawfully possessing a controlled substance are not quite as severe. Under federal law, depending on the classification of the controlled substance, fines may run from a minimum of $1,000 up to $5,000. The federal term of prison, depending on the classification of the controlled substance, will run from one (1) year to five (5) years.

References

Health Risks

The health risks associated with the use of illicit drugs and alcohol are many. The following is just a sampling of some of the health risks that are associated with the most commonly used drugs.

<table>
<thead>
<tr>
<th>DRUG</th>
<th>EFFECTS</th>
</tr>
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<tbody>
<tr>
<td>Marijuana (pot, grass, weed, reefer, dope, Mary Jane, Acapulco Gold)</td>
<td>Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are high. Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis. Because users often inhale the unfiltered smoke deeply and</td>
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then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

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<tr>
<th><strong>Nitrous oxide, amyl nitrate, chlorohydrocarbons, hydrocarbons</strong></th>
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<tbody>
<tr>
<td>Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates, and impair judgment. Amyl and butyl nitrate cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage. Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentration of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops. Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.</td>
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<table>
<thead>
<tr>
<th><strong>Cocaine, crack</strong></th>
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<tr>
<td>Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucus membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of free-base, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependence, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly. Crack or free-base rock is extremely addictive, and its effects are felt within 10 seconds.</td>
</tr>
</tbody>
</table>
| **Amphetamines**  
| (speed, uppers)  
| Methamphetamines | Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. In addition to the physical effects, users report feeling restless. Higher doses intensify the effects. |
| **Barbiturates**  
| (Nembutal, Seconal, Amytal, Tuinal)  
| Methaqualone  
| (quaaludes, ludes, spoors)  
| Tranquilizers  
| (Valium, Librium, Equanil, Miltown, Serax, Tranxene) | The effects of depressants are similar to those of alcohol in many ways. Small amounts can produce calmness and relaxed muscles, but larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The use of depressants can cause both physical and psychological dependence. Regular use over time may result in tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death. |
| **Hallucinogens**  
| Phencyclidine (PCP)  
| Lysergic Acid Diethylamide (LSD), Mescaline, Peyote, Psilocybin | PCP produces behavioral alterations that are multiple and dramatic. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries. The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movements are slowed down. Muscular coordination worsens and senses are dulled. Speech is clocked and incoherent. Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six months to a year following prolonged daily use. Mood disorders – depression, anxiety, and violent behavior – also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Lysergic Acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. |
The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

### Narcotics
*Heroin, Methadone, Codeine*
*Morphine, Meperidine, Opium*

Narcotics initially produce a euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

### Designer Drugs
*Phencyclidine (PCP)*
*Analogs of Amphetamines and Methamphetamines (Ecstasy, XTC, Adam Essence)*
*Analogs of Phencyclidine (PCP, PCE, TCP)*

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drug they were designed to imitate. The narcotic analogs can cause symptoms as those seen in Parkinson’s disease – uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.
Related Documents/Policies/Procedures
SHC Policies and Procedures
Drug Free Workplace and Substance Abuse Policy
Substance Abuse Testing
Manager/Supervisor Protocol in Determining Need for Drug Testing
Observed Behavior Reasonable Suspicion Record

SCOHS Policies/Procedures
Contingency Requirements
Procedure for Positive Drug Screens and Positive Criminal History
Policy Title: Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA)

<table>
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<th>Department:</th>
<th>College Wide</th>
<th>Owner:</th>
<th>Executive Council</th>
<th>Original Date:</th>
<th>2009</th>
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<td>Area:</td>
<td>Privacy</td>
<td>Approved by:</td>
<td>Executive Council</td>
<td>Revision Date:</td>
<td>July 2012, June 2014</td>
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<tr>
<td>Audience:</td>
<td>Faculty, Staff, Administration, Contract Employees</td>
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Policy Statement
This policy outlines FERPA rights, responsibilities, and requirements for all individuals.

Purpose
FERPA is a federal law that protects the privacy of student education records. After a student reaches 18 years of age or attends a postsecondary institution, the student becomes an eligible student and all rights formerly given to the parents under FERPA transfer to the student. This policy clearly identifies all rights for both the College and the student.

Procedures
Students have the following rights under this law:

1. Inspect and review education records within 45 days of a written request. The student may submit the request to the Dean or Assistant Dean.

2. Request an amendment to their education records when they believe the records are inaccurate or misleading. While the school is not required to amend the records, the school is required to consider the request. If the school does not amend the records, then the student has the right to a hearing. If the school still decides not to amend the record, the student has the right to insert a statement in the record setting forth his or her views. Under FERPA, the amendment procedure may not be used to challenge a grade, an opinion, or a substantive decision made by the school about an eligible student. If FERPA’s amendment procedures are not applicable to an eligible student’s request for amendment of educational records, the school is not required under FERPA to hold a hearing on the matter.

3. Under FERPA, the school may not generally disclose personally identifiable information from an eligible student’s education record to a third party unless the eligible student has provided written consent. There are a number of exceptions to this statement, including:
   - FERPA allows school officials to access personally identifiable information provided the individual has a legitimate educational interest
   - FERPA allows a school to disclose to another school personally identifiable information if the student is seeking to enroll in the school requesting the information
   - FERPA permits disclosure of personally identifiable information when the disclosure is in connection with financial aid for which the student has applied or has received
   - FERPA allows for disclosure in connection with an audit or evaluation from a federal or state accreditation agency, in connection with a crime of violence, or to comply with a judicial order or subpoena

4. Complaints concerning alleged failures by the College to comply with FERPA may be filed with the United States Department of Education.
Sentara College of Health Sciences defines school officials as Deans, Assistant Deans, Department Chairs, Team Coordinators, Program Directors/Coordinators, Faculty, Instructors, Administrative Staff, Health Records Nurse, and Counselor. These individuals are allowed to review a student’s education record as needed in order to fulfill his or her professional responsibilities.

FERPA allows disclosure of personally identifiable information without consent under certain circumstances – examples include:
- Disclosure to parents if a student violates federal, state, or local law
- Disclosure to parents if a student under 21 year old (regardless of dependency status) violates any rule related to use or possession of alcohol or a controlled substance
- The College may disclose personally identifiable information without consent to appropriate parties in connection with a health or safety emergency

FERPA also allows for disclosure of directory information, without consent, including student name, address, email address, telephone listing, photograph, date and place of birth, field of study, dates of attendance, degrees/awards, and enrollment status. SCOHS student data such as student name, program, and email address are housed in the Sentara Corporate Directory. In Blackboard, students have control over the personal information entered with the exception of name, email address, and program/course. Students wishing to restrict information released in the directory must notify College administration by the end of the first week of class.

Annual notification of student rights under FERPA is accomplished by the annual update of the Catalog and Student Handbook. Students have continuous access to this document through Blackboard and www.sentara.edu and may print one at any time for their own reference.

At registration, students will sign a release form as follows:

NOTIFICATION OF RELEASE OF INFORMATION

Sentara College of Health Sciences is the not-for-profit higher education division of Sentara Healthcare. The College reserves the right to forward pertinent information to Sentara managers and/or Sentara Human Resources as required or requested, which may include but is not limited to grades, GPAs, transcripts, and student evaluations. This information may affect the student’s employment with Sentara Healthcare. The College also reserves the right to receive information from Sentara managers and/or Sentara Human Resources regarding conduct if the student is also employed by Sentara Healthcare. This information may affect the student’s status in the program.

Print Name Legibly _________________________________ Signature __________________

Date__________________

Questions related to FERPA can be addressed by SCOHS administration or by writing:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW Washington, DC 20202-8520

References

Related Documents/Policies/Procedures
None

SCOHS 2015–2016 Catalog
Policy Title: Financial Aid

<table>
<thead>
<tr>
<th>Department: Business Office</th>
<th>Owner: Assistant Dean for Administration and Finance</th>
<th>Original Date: May 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience: Prospective and enrolled students</td>
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Policy Statement
The Sentara College of Health Sciences, owned and operated by Sentara Norfolk General Hospital, offers a Financial Aid Program to those who qualify to assist students in obtaining financial aid to pay for their college education. The primary responsibility for meeting a student’s educational costs rests with the student and his/her family.

Purpose
The purpose of this program is to provide monetary assistance (through Title IV federal funding and student loans) to qualified individuals who may not otherwise be able to attend college.

Definitions
FAFSA (Free Application for Federal Student Aid) – Form that must be completed by the student in order to qualify for Title IV funding.

Master Promissory Note – Document requiring the student’s signature before the first disbursement of any loans or federal monies, which promises to repay the monies.

Entrance Counseling – Counseling required of all students prior to receiving any loan, Title IV funds, etc.

Exit Counseling – Counseling required of all students who separate from the College and receive Title IV loans; it advises them about repayment of loans.

Procedures
1. Federal financial assistance, in the form of Title IV funding, is offered to those who qualify and who are in the Nursing, Cardiovascular Technology, and Surgical Technology Programs. Financial aid sources include federal grants and loans. Students must file a FAFSA (Free Application for Federal Student Aid) to determine if they qualify for Title IV funding, which may include federal Pell Grants, federal subsidized Stafford Loans, federal unsubsidized Stafford Loans, and Parent PLUS loans. Private funding in the form of scholarships or loans may also be available to those who qualify.
2. The College is approved to provide education and training to eligible veterans and their dependents through Veterans Administration.
3. Students must report all scholarship awards to the Office of Financial Aid. All funds (federal, loans, and scholarships) received must not exceed the student’s cost of attendance for the award period.
4. To receive financial aid, qualified students must be in good standing with the College. A student is in good standing if he/she is meeting Satisfactory Academic Progress (SAP). Refer to the Satisfactory Academic Progress and Retention Policy for specific information.

5. Federal financial aid is disbursed by semester or, in the case of the RN to BSN Program, by module. All new SCOHS students receiving direct loans are subject to a 30-day hold on disbursements. Financial aid disbursements to students may be delayed if a student has any outstanding obligations to the College (i.e., transcripts, health records, etc.).

6. First-time SCOHS student loan recipients must complete a Master Promissory Note and Entrance Counseling before the first disbursement of their loan can be released. Additionally, when a student loan recipient graduates, withdraws, or ceases to be enrolled at least half-time, Loan Exit Counseling is required. The College will maintain records documenting notification to students of Exit Counseling requirements.

7. A student attending with less than half-time status does not qualify to receive direct loans.

8. Courses that are audited do not qualify for financial aid.

9. The Academic Engagement Policy determines the last day of attendance in a class.

**FINANCING THE EDUCATION**

**First Steps**

The responsibility for meeting a student’s educational costs rests with the student and his/her family. The Financial Aid Office at the Sentara College of Health Sciences exists to help students and their families access other means to supplement their resources.

The first step for students interested in applying for financial aid should be to:

1. File the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. The school code for the FAFSA is 031065. After a valid FAFSA has been filed and a need has been established, financial aid may be offered to those who qualify through grants, scholarships, and/or loans.

The following benefits/aid sources are available:

**Veterans Administration Benefits:** Available for all Programs and Courses. If a student:

- served on active duty, they may be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 GI Bill provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. These persons must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

- is currently serving in the military, they may be eligible for funding offered through the Department of Defense Tuition Assistance program. They are encouraged to check their eligibility status and the amount for which they qualify with their service prior to enrolling.

- is the spouse or child of a service member who is serving on active-duty Title 10 orders in the pay grades of E1–E5 or W1–W2, they may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career.
• is the spouse or child of a service member, they may be eligible for transfer of the service member’s Post-9/11 GI Bill benefits to them.

**Federal Financial Aid (Pell Grants, Stafford Loans):** Available for students who qualify in the CVT, BSN, and ST Programs.

**Scholarships:** Available for any Program or Course (depends on source and criteria). The scholarships listed in this catalog vary in their procedures, criteria, and availability. Please contact the Office of Financial Aid at 757-388-3015 or e-mail Financial_Aid@Sentara.edu for additional information. Award amounts and application deadlines listed below are subject to change without notice.

- **Ethel Hudgens Howren Scholarship**
  A non-need-based scholarship established in 1987 by a family in honor of their mother, a patient who had been cared for by several nursing students.

- **Mr. & Mrs. Gilbert S. Ward Scholarship**
  This is a scholarship in honor of the brother and sister-in-law of the late Mr. & Mrs. Robert Ward, Sr., a long-time cardiac patient at Sentara Norfolk General Hospital. The scholarship is offered to one sophomore CVT and/or ST student in good standing as chosen by the scholarship committee.

- **Lettie Pate Whitehead Foundation Scholarship**
  This foundation is a charity dedicated to the support of Christian women in need. The award amounts vary depending on the number of students applying and amount received annually for this scholarship. Applications are offered periodically throughout the school year.

- **Margarette Hanes Old Nurse and Nurse Educational Fund Scholarship**
  A scholarship started in 1960 for nursing students who have been long-time Hampton Roads residents and demonstrate financial need. Awards vary.

- **Mary Marshall Nursing Scholarship**
  Offered by Virginia Department of Health (VDH). VDH promotes and protects the health of all Virginians. “Healthy People in Healthy Communities” is their mission statement and they achieve this by demonstrating a range of public health programs to include scholarships. Awards vary and applications are made available through Blackboard when open to new students.

- **Mary Peed Baker Scholarship**
  Mrs. Baker graduated from Norfolk Protestant Hospital School of Nursing (now Sentara College of Health Sciences). Mrs. Baker graduated in 1897, worked at SNGH, and then served as an Army Nurse during the Spanish-American War. This scholarship is merit-based and the award amounts vary.

- **Robert C. Ward, Sr. Scholarship**
  A scholarship started to remember the late Robert C. Ward, Sr., a 25-year heart patient of Sentara Norfolk General Hospital. The scholarship is given yearly to one nursing student who is a permanent resident of either Virginia or North Carolina and has a minimum GPA of 3.0. The scholarship is usually awarded to a junior-level nursing student and is renewable for the senior year provided the minimum GPA is maintained.
Virginia Beach Auxiliary Scholarships
The volunteer association at Sentara Virginia Beach General Hospital offers two scholarships – one for Nursing students and one for Allied Health students. The award is $1,000, and applications are made available when open to new students.

Information regarding these grants and scholarships is available via the Financial Aid page on the College website at http://www.sentara.edu/students/financial_aid.shtml or by contacting the Financial Aid Office Financial_Aid@Sentara.edu or (757) 388-3015.

For information regarding refunds in the case of withdrawal, dismissal, or Leave of Absence (LOA), please refer to the Tuition, Fees, and Refund Policy.

References
WWW.fafsa.edu.gov
http://www.sentara.edu/students/financial_aid.shtml
Financial_aid@sentara.edu

Related Documents/Policies/Procedures
Academic Engagement Policy
Change in Status Policy
LEARNING EXPERIENCES

Traditional/in-classroom and online courses with the same course description and learning objectives have the same content. The differences in the two types of courses include delivery method and teaching strategies. The amount of expected time for each class is determined by the credit hours. For example, in a traditional/in-classroom three (3) credit hour course a student is expected to attend class three (3) hours a week and complete six (6) hours of homework a week. In an online course the student should expect to spend a total of nine (9) hours of time on coursework, including time spent in the online classroom and in homework.

Sentara College of Health Sciences offers three types of instructional delivery methods for classes:

- **Traditional Live Lecture** – These classes will be held at the College on specific days and times. Students will report to the classroom for these classes.

- **Online** – These classes are delivered through the learning management system and web-based applications.

- **Hybrid** – A hybrid class combines classroom learning with online learning. In a hybrid course, a defined portion of the class learning activities are online, which reduces the amount of time spent in a traditional, face-to-face classroom. In hybrid classes, less than 50 percent of the class will be online, with the majority of the course being in the classroom. The blended approach to learning allows students to benefit from the quality instruction and flexibility of both the online and the traditional classroom learning environments.

Sentara College of Health Sciences offers three types of clinical-related activity to enhance learning:

- **Clinical Rotations** – These are experiences in the actual practice settings (various procedural areas and units) with real patients/clients both within Sentara and within the community.

- **Skills Lab** – This is a lab for students to practice the skills they have learned in the didactic portion of the course before they enter the clinical setting. This is considered a clinical experience.

  For nursing students who live on the Peninsula: The skills lab at Sentara CarePlex Hospital is used during health assessment skills lab sessions taught during the health assessment and core nursing clinical courses. This skills lab is a four-bed lab, with manikins, equipment, and supplies equitable to those supplied at the Chesapeake site. A nursing faculty member is present and available to work directly with students in the skills lab during scheduled lab sessions. In addition, Sentara CarePlex Hospital will be used for clinical assignments in medical-surgical core nursing clinical courses.

- **Simulation** – This is practicing the specific discipline in an environment that mimics a real-life patient/client situation. This is considered a clinical experience.
Policy Title: Tuition, Fees, and Refunds

Department: Administration and Finance  
Owner: Bursar  
Original Date: July 2014

Area: Student Accounts  
Approved by: Executive Council  
Revision Date: May 2015

Audience: Students

Policy Statement
This policy is determined by the administration of the Sentara College of Health Sciences. Periodically, an in-depth analysis is performed to reevaluate the fee structure.

Purpose
The purpose of this policy is to fully disclose all tuition and fees for the effective time period.

Definitions
Tuition – The amount of money the College charges by the credit hour for each course.
Fees – Required money for various additional items that students need to complete the Program, such as a graduation fee and technology fees.

Tuition and Fees

<table>
<thead>
<tr>
<th>General Tuition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Courses</td>
<td>$317 / per credit hour</td>
</tr>
</tbody>
</table>
| RN - BSN Program | Sentara Employees: $317 / credit hour  
All others: $486 / credit hour |
| Continuing Education Courses | See course specific tuition and fee schedule |

<table>
<thead>
<tr>
<th>Course &amp; Program Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Fee (Undergraduate programs only)</td>
<td>$350 / Semester</td>
</tr>
<tr>
<td>Undergraduate Course Fees</td>
<td>See program specific tuition and fee schedule</td>
</tr>
<tr>
<td>Continuing Education Course Fees</td>
<td>See course specific tuition and fee schedule</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Fees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>$85</td>
</tr>
<tr>
<td>Enrollment Processing Fee</td>
<td>$100</td>
</tr>
<tr>
<td>Course Audit Fee</td>
<td>50% tuition for the course</td>
</tr>
<tr>
<td>Graduation Fee (Undergraduate programs only)</td>
<td>$175</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25</td>
</tr>
<tr>
<td>Official Transcript Requests</td>
<td>$7.50 / per request</td>
</tr>
</tbody>
</table>
Procedures

1. Tuition and fees for all Courses and Programs are **due by 12 pm noon on the Friday before classes start**. No student may participate in any classroom or clinical experience until tuition is paid in full.
2. Late payments will be assessed an additional $25.00 fee per incident.
3. Failure to show for a class will not dismiss any financial obligations.
4. Registered students must officially withdraw by contacting the Office of the Registrar.
5. Students enrolled in undergraduate programs may pay tuition by check, money order, or credit card. Students enrolled in continuing education courses may pay tuition by cash, cashier’s check, money order, Visa, or MasterCard.
6. A $50.00 charge will be assessed on a returned check. Once the College receives a returned check, checks will no longer be accepted from that student.
7. Payments are accepted online or on campus.
8. A payment plan is only available for the Care Partner, Central Sterile Supply Technician, and Monitor Surveillance continuing education courses.

***Please note that tuition and fees are subject to change at any time. All fees are non-refundable.***

Cancellation
Written notification of cancellation prior to the first day of class will result in a full refund of tuition and supplemental fees.

Refunds
The Academic Engagement Policy defines the last day of attendance at the College. Students who withdraw from a Course or Program will have their tuition adjusted and refunds provided according to the following schedule:

<table>
<thead>
<tr>
<th>COURSE LENGTH</th>
<th>100% REFUND</th>
<th>50% REFUND</th>
<th>25% REFUND</th>
<th>NO REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 wks</td>
<td>1-16</td>
<td>17-28</td>
<td>29-56</td>
<td>57+</td>
</tr>
<tr>
<td>20 wks</td>
<td>1-21</td>
<td>22-35</td>
<td>36-70</td>
<td>71+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE LENGTH</th>
<th>100% REFUND</th>
<th>50% REFUND</th>
<th>25% REFUND</th>
<th>NO REFUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1st week</td>
<td>2nd week</td>
<td>3rd week</td>
<td>4th week and after</td>
</tr>
</tbody>
</table>

**RETURN OF TITLE IV FUNDS:**
If a student withdraws, is dismissed, or takes a Leave of Absence after the first week and prior to the end of the semester, the College will calculate the percentage of unearned Title IV funds that must be returned to the federal financial aid programs. The College will use the U.S. Department of Education’s guidelines to calculate any amount to be returned. If a student completes 60 percent of the semester, all financial aid funds are considered earned and no return of funds is necessary. If a student separates from the College in the first week of a semester, 100% of the financial aid is returned. *(Please refer to the Academic Engagement Policy for additional information.)*
If the return of federal student aid results in a balance on the student’s account, the balance becomes the student’s financial obligation to the College. This refund does not apply to students who withdraw from some classes, but continue to be enrolled in other classes; this policy applies when the student separates entirely from the College. Supplemental fees are nonrefundable.

**RETURN OF SCHOLARSHIP FUNDS:**
Some scholarship dollars awarded may be revoked if a student withdraws or takes a Leave of Absence before the end of the semester. Students should consult with the scholarship foundation or organization on specific requirements of that fund.

If a student partially completes a course, then withdraws or is dismissed, scholarship funds will be returned based upon the requirements of the scholarship foundation.

**Cancellation**
Written notification of cancellation prior to the first day of class will result in a full refund of tuition and supplemental fees.

**References**
None

**Related Documents/Policies/Procedures**
Academic Engagement Policy
Satisfactory Academic Progress policy
Code of Conduct policy
Leave of Absence policy
Tuition and Fee sheets
Financial Aid Policy
Change in Registration Status

**References**
None

**Related Documents/Policies/Procedures**
Policy Title: Academic Engagement – Last Date of Attendance

Department: Academic Affairs  Owner: Executive Council  Original Date: October 2013
Area: Academic Affairs

Approved by: Executive Council  Revision Date: May 2015

Audience: Enrollment Management staff, faculty, students

Policy Statement
Sentara College of Health Sciences identifies the last date of attendance for both on-ground and online students in order to determine refunds, etc.

Purpose
The purpose of the policy is to clearly identify the “last date of attendance” for all students.

Definitions

Last Date of Attendance for On-Ground Students: The last date of attendance is defined as the last date the student attended class and/or skills lab, simulation, or clinical experiences.

Last Date of Attendance for Distance Students: The last date the student demonstrated academic engagement within the class.

Academic Engagement: Defined as submitting an academic assignment, taking an exam, an interactive tutorial, computer-assisted instruction, attending a study group that was assigned by the institution, contributing to an academic online discussion, or initiating contact with a faculty member to ask a question about the academic subject studied in the course. Merely logging into class in the learning management system does not constitute academic engagement.

Procedures

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Faculty and/or advisors should contact the student after seven consecutive days of a student’s failure to academically engage in order to determine status.</td>
<td>Faculty/Advisors</td>
<td></td>
</tr>
<tr>
<td>• If the faculty member or advisor receives no response within the following seven days after attempting to contact the student, he/she should notify the Registrar to begin a complete administrative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
withdrawal process. The above dates are provided to the Registrar for administrative withdrawals and requests for Leave of Absence.

NOTE: Students who withdraw from the first 8-week RN to BSN module are required to submit a letter of intent to continue with the classes offered during the second 8-week session.

References
US DOE letter March 2011

Related Documents/Policies/Procedures
Change in Registration Status policy
Policy Statement
This policy ensures due process to those persons desiring admission to Sentara College of Health Sciences.

Purpose
The purpose of this policy is to allow applicants who have been denied admission an opportunity to appeal that decision.

Definitions
None

Procedures
Sentara College of Health Sciences reviews each application thoroughly according to the guidelines set forth in the admission process for each particular Program or continuing education Course. In order to appeal the admissions decision the applicant must have compelling information relating to the admission criteria that was not available at the time the decision was rendered.

An applicant who is denied admission may appeal the admission decision following the guidelines below.

<table>
<thead>
<tr>
<th>Required action steps</th>
<th>Performed by</th>
<th>Supplemental guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A letter must be postmarked no later than 14 days from the date of the decision. It must contain new information that is the basis for appeal.</td>
<td>Applicant</td>
<td></td>
</tr>
<tr>
<td>• Letter should be sent to the Director of Enrollment Management (letters of recommendation are not the basis for appeal).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Director of Enrollment Management reviews the documentation in the appeal letter and makes the final decision. This decision is final and cannot be further appealed.

<table>
<thead>
<tr>
<th>Director of Enrollment Management</th>
<th>Director of Enrollment Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>This person may solicit input and information from key persons in the College in order to gather additional information that may be pertinent.</td>
<td></td>
</tr>
</tbody>
</table>

• Any decision to grant admission after appeal is contingent upon the availability of space within that Course or Program.

References
None

Related Documents/Policies/Procedures
None
Policy Title: Attendance – School of Nursing

Department: Academic Affairs
Owner: Dean, Academic Affairs
Original Date: May 2009

Area: School of Nursing
Approved by: Executive Council

Audience: Students, Faculty

Policy Statement
This policy identifies the student responsibilities with respect to attending class and all clinical-related experiences and the consequences for exceeding the attendance guidelines.

Students are expected to attend and be on time for all scheduled course-related activities and are responsible for the consequences of absences. All occurrences of absence and tardiness are tracked and documented for classroom and clinical. Excessive tardiness or absenteeism, as defined below, will be handled according to the Student Conduct Policy and may result in failure of the course when course requirements are not met.

Purpose
The purpose of this policy is to ensure that all students meet the learning outcomes of each course in the Nursing Program.

Definitions
Tardiness is defined as not being present when the class or clinical begins.

Absence is defined as not being present for scheduled class or clinical activities.

Occurrence is defined as a single day or any uninterrupted period of absence, regardless of the number of days.

Procedures

Class Absence
Any student absent on the day of a test, quiz, oral presentation, project, etc. must notify the instructor prior to the absence and must make up the test, quiz, oral presentation, project, etc. on the day of return unless other arrangements have been made with the instructor. Failure to do so will result in the student receiving a grade of zero.

Clinical Absence
1. Absence: Because all scheduled clinical experiences are required and necessary in order to achieve designated course objectives, students must provide evidence that course objectives are met by the end of the semester. The student who misses any clinical experience will be given an assignment that will afford them the equivalent experience they would have had if they had

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attended clinical, in order to facilitate meeting of course objectives. The Clinical Instructor, in collaboration with the Course Coordinator, will determine the appropriate assignment based on the student’s needs. All clinical absences, even when alternate assignments are provided to meet course objectives, will be tracked for trending purposes.

2. **Excessive absence**: A maximum of one (1) clinical day allowable per semester. The second missed clinical day in any clinical course is considered a serious violation of the Code of Conduct policy, which will lead to a written warning, probation, suspension, or dismissal from the Program. If a student misses two clinical days in a specialty rotation (i.e., psych and/or simulation, this will lead to clinical failure. Students are encouraged to communicate with the Course Coordinator if they have any concerns with the policy).

3. Three (3) occurrences of clinical tardiness will result in a violation of the Code of Conduct policy.

4. If a student is currently under an active disciplinary action, any new violation will result in progression through the disciplinary action process.

**Online Absence**

In an online course, the instructor sets the guidelines for attendance in the syllabus, including nonattendance for tests. If the student does not follow the instructor’s attendance guidelines, then the student is absent. The consequence of that absence is up to the individual instructor of the online course; however, when a student is absent for a test or final exam, a zero will be awarded unless other arrangements have been made with the instructor prior to the absence.

**References**

Course Syllabi  
Attendance Records  
Clinical Evaluation Tools

**Related Documents/Policies/Procedures**

Academic Engagement Policy
Policy Title: Attendance – School of Allied Health

<table>
<thead>
<tr>
<th>Department: Academic Affairs</th>
<th>Owner: Dean, Academic Affairs</th>
<th>Original Date: June 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area: School of Allied Health</td>
<td>Approved by: Executive Council</td>
<td>Revision Date: May 2011, April 2012, July 2012, October 2012, June 2014</td>
</tr>
<tr>
<td>Audience: Students and Faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Policy Statement**
This policy identifies the student responsibilities with respect to attending class and all clinical-related experiences and the consequences for exceeding the attendance guidelines.

Students shall attend and be on time for all scheduled course-related activities. All occurrences of absence and tardiness are tracked and documented for classroom, skills lab, and clinical. Students must contact the Program Coordinator/Faculty in the event of absence and/or tardiness. There may be additional requirements for this in the syllabus (i.e., contacting the unit or department to which the student is assigned).

Students shall complete 90 percent of the total Course and Program hours. Time missed is cumulative throughout a Course or Program. Serious unanticipated events that interfere with meeting any Course requirement must be documented and submitted to the Program Coordinator/Faculty, who will evaluate course-related consequences on an individual basis. Excessive classroom and/or clinical tardiness or absenteeism, as defined below, will be handled according to the Student Conduct policy and may result in failure/dismissal when requirements are not met.

**Purpose**
The purpose of this policy is to ensure that all students meet the learning outcomes of each course in their Program.

**Definitions**

**Absence** is defined as not being present for scheduled class, skills lab, or clinical activities or assignments and/or leaving the assigned class, skills lab, or clinical area without prior approval of the instructor, preceptor, supervisor, and/or Program Coordinator/Director.

**Tardiness** in the clinical unit or skills lab or in any assigned clinical experience is defined as not being prepared to perform assignments when the clinical experience is scheduled to begin. Students will lose clinical or skills lab time for any episode of tardiness.

**Class tardiness** is defined as not being in class when class commences. Students will lose class time for any episode of tardiness.
Procedures

Class Absence
The student is responsible for missed content and must make up all missed assignments, exercises, and other activities on the first day of returning to class (or as scheduled by the Program Coordinator/Faculty).

Any student absent on the day of a test, quiz, oral presentation, or any other assignment must make it up on the day of return unless other arrangements have been made with the instructor prior to the scheduled activity.

The student may be required to take alternate make-up tests, Competency Performance Examinations (CPEs), etc., if absent on the day of a scheduled evaluation.

Clinical Absence
1. *Students shall attend ALL clinical experiences.* This includes all clinical assignments, patient care experiences, orientations, skills labs, field trips, standardized testing, observational experiences, and other related learning experiences deemed “clinical” by the instructor(s) or preceptor(s). Students are held accountable for meeting with the instructors of the course to discuss options for remediation in order to ensure that they meet course requirements.

2. Students shall assume that there is no make-up time unless allowed by the Program Coordinator/Faculty.

3. Any student who is not prepared for the clinical experience may be sent off the clinical unit/area by the instructor/preceptor and will be documented as absent.

4. Written clinical assignments are to be submitted on the due date.

5. Students who demonstrate weaknesses or inconsistencies in their clinical performance may fail the course.

6. Students shall notify the designated person and clinical units of a scheduled or unscheduled absence or tardiness from the assigned clinical area or course-related activity as soon as possible, but not later than 30 minutes prior to the scheduled arrival time. This is required to avoid unnecessary negative effects for patients, clinical staff, peers, or classmates and the Program.

7. In the event of an emergency or unanticipated personal crisis, the student must notify the designated person as soon as possible. The designated person may be the Program Director, clinical instructor, preceptor or clinical unit staff. Care Partner students are required to notify the instructor but should NOT call the clinical unit.

8. Short-Term Absence: When an illness necessitates three (3) or more consecutive days of absence or if the student is sent home with a communicable disease, that student is required to submit to the instructor a note of explanation or verification from the Primary Care Provider upon return to school. The Primary Care Provider must document any restrictions, if applicable. The Program Director or Course Coordinator will determine whether restrictions placed on the student meet safety guidelines for return to clinical. The Registrar must be notified by faculty of an absence of three (3) days or more to determine if there are any financial aid implications.
9. Prolonged Absence: Absences exceeding a two-week consecutive length of time, regardless of the cause, will require the student to request a Leave of Absence (LOA) for the remainder of the course. The student must follow the LOA policy for requests and returns. A student who exceeds the allowable maximum time and does not request a LOA will be dismissed from the Course/Program.

**Online Absence**

The instructor sets the guidelines for attendance in the syllabus, including non-attendance for tests. If the student does not follow the instructor’s attendance guidelines, then the student is absent. The consequence of that absence is up to the individual instructor of the course, however, when a student is absent for a test or final exam, a zero (0) will be awarded unless other arrangements have been made with the instructor.

**Steps in the Disciplinary Process for Attendance**

1. When the student is at or near 5% absence for the full duration of a course, the student will receive counseling.
2. Any subsequent absence or tardiness will result in progression through the disciplinary process.
3. If a student exceeds 10% absence for the full duration of a course, the student may be dismissed from the Program/Course.

**Tardiness – Care Partner and Central Sterile Supply Technician Continuing Education Courses**

(Class, Clinical, Skills Labs)

Three (3) episodes of tardiness will result in a written warning. Time will be recorded and will count towards 10%. Any additional episodes of absence or tardiness will result in progression through the disciplinary process.

This policy is subject to change at the discretion of the Program Official.

**References**

Course Syllabi
Attendance Records
Clinical Evaluation Tools

**Related Documents/Policies/Procedures**

Academic Engagement Policy
Policy Title: Auditing

Department: Academic Affairs and Enrollment Management
Owner: Dean of Academic Affairs
Original Date: July 2012

Area: Academics
Approved by: Registrar and Executive Council
Revision Date: October 2012, July 2014, May 2015

Audience: Students and returning students

Policy Statement
This policy provides the student with an opportunity to refresh their knowledge in a particular course.

Purpose
The purpose of this policy is to ensure that students can meet the learning outcomes of a particular course (usually after an extended absence) before progressing in the Program.

Definitions
Auditing is defined as taking a course without receiving academic credit for that course.

Procedures
Students desiring to return to a Program may request to audit a course and must obtain approval to take the course from the Program Director.

Audited courses:
- Are not eligible for financial aid
- Do not count towards enrollment status, therefore;
- Do not count toward the maximum timeframe allotted to complete the Program in which the student is enrolled;
  - EXCEPTION: The time period would count toward the maximum timeframe (150%) for RN to BSN students if the student is taking other classes in addition to the class being audited
- Do not count toward the determination of continuous enrollment for catalog purposes

The cost of auditing a course is 50% of the total tuition plus 100% of the supplemental fee.

References
None

Related Documents/Policies/Procedures
Readmission policy
Leave of Absence policy

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Policy Statement

This policy identifies procedures related to any change in status in the College, such as withdrawal, dismissal, add, drop, etc.

Purpose

The purpose of this policy is to provide information to the students regarding the procedures for changing status and the impact of such changes.

Definitions

Drop/Add - A course add or drop is an action taken by a student prior to or during the start of a term to remove or add a course on his/her transcript. For purposes of calculating tuition adjustments, dropping courses is defined as a reduction in course load while remaining enrolled in the College (the student drops one or more courses, but not all courses).

Withdrawal is defined as students who give official communication to Enrollment Management of their withdrawal from the College after a semester/session begins. (The student is withdrawing from all classes and leaving the College.)

Procedures

WITHDRAWAL

1. Students are encouraged to contact the Student Counselor, Faculty, Program Director, or Director of Enrollment Management prior to withdrawing.
2. Students are encouraged to contact the Office of Financial Aid and/or the Bursar’s office to investigate the impact withdrawing from their Program or Course will have on their financial aid and/or student account balance.
3. A student who intends to withdraw must submit a written letter of resignation to the Program Director and Director of Enrollment Management. A Change of Student Status form, available in the Enrollment Management Office, must be completed and is processed by the Director. The student will receive a letter by mail confirming their withdrawal.
4. Students will receive a “W,” “WP,” or “WF” on their transcript if they withdraw, as per the grading policy for their Program or Course. The running weighted total in the Learning Management System (LMS) will be used to determine the student’s academic standing at the time of separation from the College.
W  Student withdraws after 10% but before completing 60% of the course
WP Student withdraws after completing 60% of the course with a passing average
WF Student withdraws after completing 60% of the course with a failing average

DISMISSAL
A student can be dismissed from the College of Health Sciences for:
1. Failure to meet Satisfactory Academic Progress.
2. Code of Conduct violations
3. Failure to return from a Leave of Absence as scheduled.

The date of dismissal will be determined by one of the following situations:
- In the case where a student fails the course at the end of the semester, the last day of the semester is the dismissal date.
- In the case where the student drops out or fails before the end of the course, the last recorded date of attendance is the dismissal date. *(Please refer to the Academic Engagement policy for definition of the last date of attendance.)*
- In the case of not returning from a Leave of Absence, the last date of attendance is as stated in the Academic Engagement policy.
- In the case where a student fails one course in a semester but remains enrolled in other courses, the dismissal date is the last date of the semester.

The student will receive a letter by mail confirming dismissal.

OR BOTH WITHDRAWAL AND DISMISSAL
1. The Academic Engagement policy defines last day of attendance.
2. The Enrollment Agreement signed by the student when he/she began the classes becomes void on the date of withdrawal/dismissal.
3. The following obligations must be completed at the time of withdrawal/dismissal:
   a. Federal financial aid recipients must complete exit counseling.
   b. Payment arrangements must be made for students with outstanding balances.
   c. All library materials must be returned and all library fines must be paid in full.
   d. ID badges must be returned.
4. A final transcript will not be available until all obligations are satisfied.
5. The Director of Enrollment Management will notify the appropriate departments within the system of the student’s withdrawal/dismissal.
6. Should a student decide to reapply, he/she must meet the admission requirements for the class into which he/she is being readmitted.

Students should refer to the Tuition, Fees and Refund policy for an explanation on refunds.
References
None

Related Documents/Policies/Procedures
Academic Engagement Policy
Satisfactory Academic Progress Policy
Code of Conduct Policy
Leave of Absence Policy
Tuition, Fees and Refunds Policy
Tuition and Fee Sheets
Policy Statement
Sentara College of Health Sciences has established dress and grooming standards for students. There are separate standards for the classroom and the hospital/clinical setting.

Purpose
The purpose of the policy is to comply with clinical dress requirements and to ensure that students present a professional image.

Procedures
Identification
Sentara identification badges are to be worn with picture visible – preferred location is left upper-chest – at all times while in the College and in all clinical agencies. Badges need to be in good condition and unobstructed – no pins on badges. Metal lanyards (chains) for holding badges are prohibited.

CLASSROOM

Students are expected to attend class dressed neatly and well groomed. Clothes must be clean, non-stained, in good repair, tucked in as appropriate, pressed, and free of wrinkles. Clothing must be non-seductive, and not exotic or extreme in style. Clothing should fit properly, proportionately correct for body size (not too tight, oversized, too short, too long, etc.). All students are expected to wear appropriate undergarments that are not visible (for example: colors, prints, thongs, etc.) and must be worn under the exterior garment. A bra must be worn by females including under a camisole. Caps and sunglasses (unless accompanied by a doctor’s note) will be removed in the classroom. Clothing must not reveal the navel, breast, or bottom.

The following are examples of dress items considered inappropriate. A student so attired will be asked to leave the classroom:

- Short shorts (Bermuda length acceptable – two inches above the knee)
- Micro-mini skirts (over three inches above the knee)
- Sheer fabrics revealing undergarments or lack of undergarments
- Tight clothing
- Printed T-shirts which are suggestive or lewd
- Baggy pants revealing underwear
- Halter tops
- Spaghetti straps
HOSPITAL/CLINICAL SETTING – ALL STUDENTS

General Standards for Clinical
All students are required to be prepared for laboratory and clinical activities. Such preparation includes appropriate dress. All laboratory and clinical events require the student to wear College scrubs or attire designated by their instructor.

Personal Cleanliness
Students must practice personal hygiene to prevent body odor, dirt accumulation on body, nails, or hair. Perfume is not allowed in any clinical setting.

Fingernails
- Must be neat and clean
- Nails may not be any longer than ¼ inch past the tip of the finger
- None of the following are allowed: Artificial nails, fake nails, false nails, acrylic nails, acrylic cover coats, nail tips, nail extenders, glued-on nails, or appliqués
- Nail polish of a conservative nature is required – pinks, reds, and neutral colors only. No appliqués, designs, or accessories

Hair
- A clean, neat, conservative style must be maintained at all times
- Hair coloring must look like a natural color. (No purple, blue, glitter, bold, etc.)
- Braids are permitted under the following constraints:
  - Hair is clean, neat, close to the head, pulled back neatly so that it is out of the face, and has no beads, feathers, or designs
  - No weaved objects other than hair (natural or synthetic hair extensions are acceptable)
- Hair accessories – no designs etched into the hair style
- Beards, mustaches, and sideburns must be neatly and properly groomed. Sideburns can be no longer than the bottom of the ear lobe.

Makeup
Makeup is to be applied so that colors blend with natural skin tone and enhance natural features (no exaggerated or artificial appearances).

Shoes
Students must follow the guidelines of the clinical area. In absence of guidelines, footwear shall be professional/hospital/clinical-grade solid surface made of non-absorbent and non-perforated materials (no nylon or canvas material). Footwear shall be clean, polished, well-maintained, with clean laces and not in need of repair. Professional clogs may be worn without straps. If the clogs are loose fitting, then a heel strap shall be worn. Due to infection control requirements, clogs with holes are not allowed in the clinical facilities. The following are not permitted: sandals, logos, lights, stripes, designs, and exposed color. Shoes may be white or black.
**Hosiery/Socks**
Clean hosiery/socks in good condition shall be worn with shoes and shall be undecorated and seamless. Socks may be worn to match the color of scrubs or solid white uniform length socks with slacks.

**Underclothing**
Undergarments must be present but not visible (for example: colors, prints, etc.) and must be worn under the exterior garment; a bra should be worn by each female employee including under a camisole.

**Jewelry**
- Earrings limited to ear lobe only with no more than two per ear, no moving parts, and no hoops larger than the size of a dime
- Rings should number no more than two and must be smooth, without settings/projections such as a plain wedding band. (*This is specific to students delivering direct patient care only.*)
- Med-Alert bracelets are the only bracelets allowed. A small conservative ankle bracelet may be worn under hosiery.
- Body piercing jewelry, except ear lobes, is not allowed

**Miscellaneous**
No visible tattoos except in clinical areas in which requirements for attire do not allow for appropriate coverage (i.e., long sleeves in OR).

**HOSPITAL/CLINICAL SETTING – DEPARTMENT OF ALLIED HEALTH AND CONTINUING EDUCATION COURSES**

**Uniforms**
All uniforms shall be clean and in good repair. Cardiovascular Technology, Surgical Technology, Central Sterile Supply Technician, and Care Partner students shall purchase uniforms in a designated color through the College-designated vendor. Monitor Surveillance students shall wear a white lab jacket over business dress street clothes. Skirt/dress length for uniforms to be no more than three inches above the kneecap when standing. Approved lab coats are preferred. Alternatives to lab coats include solid color warming jacket, solid color sweaters, and non-hooded cardigans of a color coordinating with the uniform or scrub. White turtlenecks or matching turtlenecks may be worn under uniforms. Neon colors are not acceptable.

**HOSPITAL/CLINICAL SETTING – DEPARTMENT OF NURSING**

**Pre-clinical**
For any pre-clinical experience or prep time where students must go to the hospital for research, they are to wear professional clothing (dress slacks, blouses/shirts, skirts, dresses, etc.), closed-toe shoes, lab coat, and ID badge. No shorts, no jeans, no mini-skirts, no clogs, no sneakers, etc. (Follow clinical guidelines for jewelry, etc.) Therefore, students must be professionally dressed in class at Sentara College of Health Sciences if they are planning to visit one of the clinical facilities for research after class.

**Uniforms**
All nursing students shall purchase the approved nursing uniform, in the designated color, and lab jacket through the College-designated vendor. In addition, the following apply:
- Solid white hose or socks with scrub pants. Clean and in good condition.
• Watch with second hand. No bangle bracelets are allowed.
• Bandage scissors
• Stethoscope (no neon, sparkle, or fabric covers)
• Med-alert bracelets are the only bracelets allowed
• No hooded sweater or jacket allowed. White or navy non-hooded cardigan

Miscellaneous:
Psychiatric Nursing Clinical Experiences:
• Students will wear professional clothing (dress slacks, blouses/shirts, skirts, dresses, etc.) and closed-toe shoes with ID badge.
• No shorts, no jeans, no mini-skirts, no clogs, no sneakers, etc. (Follow clinical guidelines for jewelry, etc.)

Note: A student failing to adhere to the uniform policy will not be allowed to participate in clinical experiences and will receive a zero for the day’s clinical experience.

References
None

Related Documents/Policies/Procedures
Sentara Hospitals Administrative Policy Dress Code and Grooming Policy
Sentara College of Health Sciences Code of Conduct Policy
Policy Statement
This policy defines the College’s grading scale and criteria for rounding and GPA calculation.

Purpose
The purpose of the policy is to outline the criteria that faculty are to use with regards to grading and timeliness of feedback to students. Faculty feedback on assignments is determined by type of assignment, and the guidelines for feedback are stated in each course syllabus. Discussion thread feedback and feedback on major assignments is provided within 7 days.

GRADES/PERFORMANCE
Grades for coursework and final grades for courses are awarded using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Audit</td>
<td>n/a</td>
</tr>
<tr>
<td>TR</td>
<td>Transfer credit</td>
<td>n/a</td>
</tr>
<tr>
<td>AP</td>
<td>Credit by experience/license/certification</td>
<td>n/a</td>
</tr>
<tr>
<td>CH</td>
<td>Credit by exam/competency</td>
<td>n/a</td>
</tr>
<tr>
<td>LOA</td>
<td>Withdrawal from a Program per LOA policy</td>
<td>n/a</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete ***</td>
<td>n/a</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>n/a</td>
</tr>
<tr>
<td>W</td>
<td>Student drops after 10% but before 60% of course completion</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Quality Points:
- A - ≥93 – 100 4
- B - ≥85 – 92 3
- C - ≥78 – 84 2
- D - ≥70 – 77 1
- F - ≤69 0
- I - Incomplete

* * *
Competency-based courses may be graded as Pass/Fail. This P/F designation does not carry any quality points and does not factor into overall GPA.

Pass - ≥ 78
Fail - ≤ 77

**Grade of Incomplete – Degree Granting Programs**

***Students may be granted an incomplete, at the discretion of the Program Official, after 90% of the course has been completed and the student is unable to complete the course requirements. When a student fails to meet the requirements of an incomplete course by the end of the next semester, the grade will be converted from an “I” to an “F.” Students who are dismissed for critical behavioral conduct issues will also receive an “F.”

**Grade of Incomplete – Continuing Education Programs**

***Students may be granted an incomplete, at the discretion of the Program Official. The student must be at a logical stopping point in the course (ex: classroom portion of course completed and clinical is next phase of course). The student must also be in good standing (no Code of Conduct violations and passing the course). When a student fails to meet the requirements of an incomplete course by the end of the next available, the grade will be converted from an “I” to an “F.” Students who are dismissed for critical behavioral conduct issues will also receive an “F.”

Grade point averages (GPA) are determined by dividing the total grade points earned by the number of credit hours of completed coursework. Courses with a (W) withdraw notation and Pass/Fail grade in required courses are NOT included in the GPA calculation.

**GPA Calculation**

Calculate total number of quality points and divide by the total number of hours attempted.

Grade scale: A – multiply by 4; B – multiply by 3; C – multiply by 2; D – multiply by 1; F – multiply by 0

For any +/- grades, B+ or B-, for example, are both equal to a B (i.e., 3 quality points in this example).

**Example**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Credit Hours</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>
**GRADING/EVALUATION PROCEDURES**

**Class**
1. Methods of evaluation are determined for each course by the instructors of that course. When tests or assignments are graded, grades will be posted on Blackboard in a timely fashion.
   - Grades on assignments and exams are reported with two (2) decimal places. Grades are not rounded up or down on assignments. Assignment grades where the value of the hundredth’s position is 0 will be reported to the nearest tenth, i.e., 91.50 is reported as 91.5.
   - Grades are rounded to whole numbers only once in a course, when the final grades are calculated. When the tenths or hundredths place is 5 or greater, the number to the left of that place is rounded up. Final grades where the value of the hundredth’s position is 0 will be reported to the nearest tenth, i.e. 91.50 is reported as 91.5, which would round up to a 92 as a final grade. If the final grade for a course is XX.5 or above, the grade rounds to the next-highest whole number. For example, a final course grade of 79.5 is reported as 80.

   Examples of the averages of grades and conversion to a final grade:

<table>
<thead>
<tr>
<th>Average of all assignments</th>
<th>Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.23</td>
<td>89</td>
</tr>
<tr>
<td>89.45 rounds to 89.5</td>
<td>90</td>
</tr>
<tr>
<td>89.54 rounds to 89.5</td>
<td>90</td>
</tr>
<tr>
<td>89.25 rounds to 89.3</td>
<td>89</td>
</tr>
</tbody>
</table>

2. A failure (D or F) will be reflected in the cumulative GPA. If the course is repeated, the GPA will reflect the higher grade.
   - Courses transferred into the Program are not computed into the GPA
   - Students enrolled in at least 12 credit hours in a particular semester who receive a 3.5 or better GPA will be awarded Dean’s List for that semester
   - Honor designations will be awarded to graduates based on the following scale: Suma Cum Laude – 3.86–4.0; Magna Cum Laude – 3.66–3.85; Cum Laude – 3.5–3.65
   - Students will be required to meet the credit residency requirement for each Program in order to graduate with honors

3. All assignments will be graded using percentage points, which will be entered into the Learning Management System grading center.

**Clinical**
Clinical evaluations are addressed in separate policies for the School of Nursing and School of Allied Health.

**Assignments**
All papers, presentations, and projects will be graded using a rubric. The grading rubric *must* align the overall assignment with the course outcomes. The grading rubric will be divided into two overall sections, to include: 1. Content and 2. Communication. Content must account for no less than 80% of the total grade, with a direct link back to the course outcomes. Communication will account for the remaining percentage points of the assignment, up to 20%.
• Content may include, but is not limited to, any of the following:
  o Procedure
  o Description of the topic
  o Content of the assignment
  o Analysis of the content being provided
  o Evidence or facts to support the thesis
  o Interpretation of findings
  o Use of accurate terminology

• Communication (oral or written) may include, but is not limited to, any of the following:
  o Grammar and spelling
  o Punctuation
  o APA
  o Sentence and paragraph structure
  o Format
  o Use of appropriate sources
  o Voice and style
  o Connection with the audience
  o Use of visuals

**Student Conduct**
All behavioral issues (such as unprofessional conduct, tardiness, excessive absenteeism, etc.) identified in the clinical setting will be addressed via the Student Conduct policy. Evaluations are part of the student record five (5) years after completion of the Program. At that time, they are destroyed.

**Late Papers/Assignments – CVT, RN, and ST**
Ten percent (10%) will be deducted per day up to three days following the deadline for submission. A zero (0) will be awarded on the fourth day following the deadline for submission.

**Late Papers/Assignments – CP, CSST, and MS**
Late assignments are not accepted. Students will receive a zero for any assignment or test not submitted by the due date.

**ATI Assessment – Department of Nursing**
See ATI policy under Department of Nursing

**References**
None

**Related Documents/Policies/Procedures**
ATI Policy
Code of Conduct Policy
Clinical Evaluation Policies for School of Nursing and School of Allied Health
Policy Title: Leave of Absence

<table>
<thead>
<tr>
<th>Department:</th>
<th>Enrollment Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owner:</td>
<td>Director of Enrollment Management</td>
</tr>
<tr>
<td>Original Date:</td>
<td>May 2009</td>
</tr>
<tr>
<td>Area:</td>
<td>Enrollment Management</td>
</tr>
<tr>
<td>Approved by:</td>
<td>Registrar and Executive Council</td>
</tr>
<tr>
<td>Audience:</td>
<td>Students, Program Directors, Faculty, Registrar</td>
</tr>
</tbody>
</table>

Policy Statement
This policy will provide guidance to all above audiences on taking and returning from various types of Leaves of Absence (LOA).

Purpose
The purpose is to describe the timeline and requirements for requesting and returning from LOA, as well as identify the financial aid implications.

Definitions
Voluntary LOA – A leave of absence that is initiated by the student.
Involuntary LOA – A leave of absence initiated by the College.
Active Duty Military LOA – A leave of absence for any student placed on active duty for two weeks or more.
The LOA may be initiated by either the student or the College to assist the student.

Procedures
Voluntary LOA
- Voluntary LOA is granted for students enrolled in the BSN, RN to BSN, CVT, and ST Programs only. Students enrolled in continuing education Courses are not eligible for voluntary LOA.
- Voluntary LOA is granted only when the student is in good standing with the College. A student is in good standing if he/she is meeting Satisfactory Academic Progress (SAP). Refer to the Satisfactory Academic Progress and Retention Policy for specific information. To apply for an LOA, the student must submit a written request that includes the reason for the LOA to the Registrar. In cases where the student is requesting the LOA for a medical condition, the requirements for Satisfactory Academic Progress may be waived. The student requesting a medical LOA must also provide documentation from the treating physician stating that the LOA is necessary. If an LOA is granted, the Registrar in conjunction with the Program Director will complete a Change in Student Status Form. The student will receive a letter granting or declining the request for a LOA.

Involuntary LOA
- The College may place a student on Involuntary LOA if a student demonstrates a medical or psychological condition that poses a serious threat to:
  - The physical wellbeing of him/herself
Involuntary LOA applies to medical and psychological problems only and students do not have to be in good academic standing to be placed on an involuntary LOA.

- When evidence is brought to the attention of any College or Program Official that the behavior manifested by a student poses a serious threat, the student may be placed on an involuntary LOA for a period of up to one (1) year. The student will be notified of this action by phone and in writing by certified mail.

- If the student agrees with the College’s decision of being placed on an Involuntary LOA, no further action is necessary. If the student believes there has been an error in issuing the LOA, the student may appeal the decision in writing within three (3) business days of the LOA notification. The Dean of Sentara College of Health Sciences must hold a hearing within five (5) business days of receiving the student’s appeal. The appeal hearing allows the student an opportunity to present evidence that a leave is unwarranted and evidence to the contrary may also be presented by any College official. The Dean will notify the student in writing within three (3) business days to affirm or reverse the decision. The Dean’s decision shall be final.

- In order to return from an involuntary leave of absence, the student must provide documentation from a mental health and/or primary care provider (depending on the reason for the leave). The College’s Student Counselor and/or the Registrar will review the information. The student will need to sign a release with the provider allowing designated College officials to communicate with the mental health or primary care provider about the case.

**Active Duty Military LOA**

- A student who is placed on active duty for two weeks or more will be placed on military LOA. Students must submit documentation/orders regarding the return to active duty to the Registrar. Students placed on active duty military LOA will receive a grade of “W” and a full refund for all courses in which they are currently enrolled.

- When the student is ready to return from leave, he/she must contact the Registrar to arrange for re-entry.

- The student is eligible for reinstatement to the college without requalification for admission if:
  - The student provides a letter of intent to return to the institution no later than three (3) years after the completion of the period of service, and
  - The student returns to the College after a cumulative absence of not more than five (5) years

Prior to reinstatement into the Program of study, the student must meet with the Program Director to determine the impact of their absence, their ability to resume study, and placement into the Program. The student may be required to demonstrate clinical competency prior to returning to the Program. If the student is required to repeat courses previously taken, there will be no tuition charged for those courses.
GUIDELINES FOR VOLUNTARY AND INVOLUNTARY LOA

● The maximum length of time allowed for an Academic LOA is one (1) calendar year, after which the student is withdrawn and must reapply. Only one LOA will be granted while the student is in the Program.

● Students must complete the Program and graduate within 150% of the Program length. Periods of LOA do not count toward the 150% requirement. Situations exceeding this timeframe will be evaluated on a case-by-case basis at the discretion of the College. Acceptable conditions under which the time may be extended may include (but are not be limited to) taking some of the Program on a part-time basis, failure and re-enrollment, or other extenuating circumstances.

● A student receiving federal student aid should be aware that a Financial Aid LOA cannot exceed 180 days in any 12 month period. If the LOA of a student receiving federal aid will exceed 180 days, the student can still be on Academic LOA, but will be treated as a withdrawn student for financial aid purposes.

● If the student is a Title IV loan recipient, the student must contact the Financial Aid Office prior to taking the LOA so that the student may be advised of the impact of the LOA on the student’s loan repayment terms, including the expiration of the student’s grace period.

● There must be a reasonable expectation that the student will return from the LOA in order for an LOA to be granted.

● If a leave of absence generates a balance on a student’s account due to the return of Title IV funds, the student has two (2) weeks to pay the balance or make acceptable payment arrangements or the account will be sent to collections.

● Students may return from LOA at the beginning of a semester start (defined as August and January). When the student is ready to return from the LOA, he/she must contact the Registrar to arrange for re-entry. The Registrar will notify the Program Director. It is the responsibility of the student who is on LOA to meet with his/her advisor during the semester prior to returning to the Program to develop a plan for their return and to facilitate registration for the upcoming semester.

● The student must notify the College in writing of intent to return as soon as it is anticipated or at least 60 days prior to the anticipated date of re-entry. There is no guarantee that a seat will be available in the class in which the student wants to return. Upon return from LOA, students are required to complete an orientation to include all yearly updates (if expired), complete all admission documentation, and review the current handbook.

● A student on an approved LOA is considered a student in the College during that year or until they are formally withdrawn. If a student does not return from the LOA at the designated time, the last known date of attendance will be considered as the date of withdrawal.

● For all types of Leave of Absence (LOA), the last day of attendance is based on criteria in the Academic Engagement policy.

● Each student returning from LOA must:
  ● Return in a time frame designated by the Program Director
● Have all outstanding debts to the College settled
● Where applicable, resume training at the same point in the same academic Program from which the student began the LOA
● Validate competencies achieved in the last successfully completed course. Scheduling clinical experiences is based upon available sites and personnel. There is no charge for this validation

● Validation of competencies shall occur as follows:

CVT
● Successfully complete all course-related CPEs within two attempts
● Successfully complete clinical time as designated by the Program Director

ST
● Successfully complete all course-related CPEs within two attempts
● Achieve 90% or better on an instrument test (minimum of 50 instruments to identify)
● Successfully complete clinical time as designated by the Program Director

Nursing
● Successfully achieve course objectives of last nursing clinical course completed
● Validate clinical competency as determined by the faculty of previous clinical course

References
(federal regs)

Related Documents/Policies/Procedures
SCOHS Satisfactory Academic Progress Policy
SCOHS Academic Engagement Policy
Financial Aid Policy
Policy Title: Satisfactory Academic Progress and Retention

Department: Enrollment Management
Owner: Registrar
Original Date: May 2009
Area: Office of the Registrar
Approved by: Executive Council

Audience: Students, Registrar, Financial Aid

Policy Statement
Federal policy requires that schools have Satisfactory Academic Progress (SAP) policies and procedures to measure the academic progress of its students in meeting their degree requirements in a timely manner. If at any point it’s clear the student will not be able to meet the standard for graduation, the student becomes ineligible for aid. SAP is minimally measured once each academic year for every aid recipient (typically each semester). Schools are required to include all coursework attempted (including accepted transfer credits) even if aid was not received.

Purpose
The purpose of the policy is to define eligibility for SAP, measures used, academic probation, appeal process, and any exceptions to SAP.

Procedures
ELIGIBILITY
Students in the Cardiovascular, Nursing, and Surgical Technology Programs are eligible for Title IV funds. Satisfactory Academic Progress must be maintained while receiving federal and institutional financial aid and to progress through the Programs offered by Sentara College of Health Sciences.

MEASURES USED
There two measures for SAP: Cumulative grade point average (GPA) and maximum allowable time frame for Program/Course completion. These measures are cumulative and cover all periods of the student’s enrollment regardless of whether they are receiving federal financial aid. Students must meet both requirements.

A SAP review is not complete until both the qualitative and quantitative measures have been reviewed.

1. **Cumulative GPA (Qualitative Measure)**
   Students must maintain a GPA of 2.0 or a minimum grade of C in all courses. A student’s academic standing is reviewed at the end of each semester. A grade in a repeated course replaces the original grade for GPA purposes. Grades for transfer credits are not included in the GPA measurement.
2. **Student Must Complete and Graduate Within 150% of the Program Length (Quantitative Measure)**

   Students must progress through their Programs to ensure that they will graduate within the maximum timeframe, and each academic progress check will measure this. Students must successfully complete 66.66% of the credits attempted for one specific Program. This is cumulative throughout the Program. Any course in which the student receives a grade – A, B, C, D, W, WP, and WF – is included in the quantitative calculation. Transfer credits (TR), which are part of the student’s Program, are included in the quantitative measure.

   Those who exceed this timeframe are not eligible for Title IV funds. Situations that exceed this timeframe will be evaluated on a case-by-case basis in terms of satisfactory progress in the Program. This determination is made at the discretion of the College. Acceptable conditions under which the time is extended may include, but is not limited to, taking courses on a part-time basis, withdrawing/failing and re-enrolling, leave of absence, or other extenuating circumstances.

### Maximum Timeframe (150% of the Program Length)

- **BSN – Traditional:** 5 semesters to 8 semesters
- **Cardiovascular Technology:** 4 semesters to 6 semesters
- **RN to BSN (Full-Time Students):** 3 semesters to 5 semesters
- **RN to BSN (Part-Time Students):** 5 semesters to 8 semesters
- **Surgical Technology:** 4 semesters to 6 semesters

This timeframe requirement may be evaluated on a case-by-case basis and acceptable conditions for time extension may include attending the Program on a part-time basis, failure and re-enrollment, leave of absence, or other extenuating circumstances.

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**FINANCIAL AID, ACADEMIC PROBATION, AND THE APPEALS PROCESS**

**Financial Aid and Academic Probation**

Satisfactory Progress will be checked at the end of each semester. The Registrar will monitor students who are on academic probation.

If a student fails to meet SAP requirements (GPA 2.0 or a “C” in every course) they will be notified that they are not meeting SAP and may not progress in the Program. Students receiving Title IV funding must choose to appeal the notice and if the appeal is successful they are then placed on academic probation.

**Academic Probation** is defined as the subsequent semester where credit-bearing course/s are taken after a student has failed a course. Students on academic probation are ineligible for the Dean’s List regardless of GPA at the time of the academic probation. The student, with the exception of RN to BSN students, cannot progress in any Nursing or Allied Health Program until the course is repeated and successfully passed. RN to BSN students may take other nursing courses before repeating a course that was failed. If at the end of the subsequent semester the student fails to meet the GPA and grade requirement he or she will be dismissed without the ability to appeal.

Academic probation status lasts for one credit-bearing payment period (semester), during which
the student’s eligibility for financial aid funds remains unchanged.

**Appeals**

The institution recognizes that unusual circumstances may exist, such as medical emergencies, work conflicts, death in the family, or other crises. Should a student fail to meet SAP and have mitigating circumstances, the student can submit a letter of appeal **within one week** from the notification of “failing to meet SAP.” The letter must explain why the student was unable to meet the minimum standards and it must explain what has changed in his/her situation that will allow him/her to make satisfactory progress at the next evaluation as well as outline a plan for achieving those standards in the future. The institution is under no obligation to grant an appeal.

**Academic Probation and Academic Plans**

If it is determined, based on the appeal, that the student should be able to meet SAP standards by the end of the subsequent payment period (semester), the student will be placed on academic probation. Academic plans are not required in all cases of students not meeting SAP. The decision to implement an academic plan rests with the student’s faculty advisor and/or Program Director.

Academic probation status **without** an academic plan can only be granted for one payment period. Students will remain eligible to receive financial aid during the probationary period.

If it is determined that the student will require more than one payment period to meet progress standards, the student will be placed on academic probation and an academic plan **must** be developed for the student. The student’s progress must be reviewed at the end of each payment period to determine if the student is meeting the requirements of the academic plan.

If the student is meeting the requirements of his/her academic plan, the student will remain eligible for Title IV financial aid funds. This process can be repeated until the student has fulfilled the plan requirements and is once again in compliance with standards of academic progress.

If a student, while on academic probation, fails to meet SAP at the end of A) the first payment period without an academic plan or B) at the end of any payment period with an academic plan, the student will be dismissed from the College and will be ineligible to reapply to the same Program.

**Exceptions to the GPA and grade requirement are discussed below:**

**CVT, BSN (pre-licensure) and ST**

a. If a student fails one course in the first semester at SCOHS, the student will be withdrawn from the Program but is eligible to reapply and be reconsidered with the applicant pool. If the student is readmitted, their GPA must be 2.0 or better by the end of the first semester in which the student returns.

b. If a student fails one course in any semester beyond the first semester and if appeal is successful, the student will remain in the Program, will be placed on academic probation, and will not progress until he/she successfully completes a developmental plan executed through a non-credit program.
development course (NUR 001 or AH001) and successfully repeats the failed course. The student must initiate this plan with his/her faculty advisor within one week after the end of the semester in which the student failed. Otherwise, the student is dismissed.

In order to complete the developmental plan, the student will enroll in NUR 001 Steps for Success or AH 001 Steps for Success the following semester. While enrolled in NUR 001 or AH 001, the student may be required to audit another Program course as well. Please see the policy on auditing courses for more information. At the end of the semester, the advisor will submit the plan to the Dean of Academic Affairs for review. The Dean of Academic Affairs will determine the student’s status with respect to progression in the Program. If the student is allowed to progress, the student will be placed on academic probation. The student remains eligible for financial aid. The periods during which the student waiting for the failed course to be offered again will not count toward the maximum timeframe component of SAP.

c. If a student is not successful in ALL elements of the developmental plan noted above, he/she will be dismissed from the College and is not eligible for readmission to the same Program.

If a student fails two courses at any point in the Program, he/she is not eligible for the plan noted above or readmission.

d. Students who fail to obtain a C or better in a theory course with a companion clinical course must repeat both the theory course and related clinical course. Likewise, failure of the clinical course requires repeat of both the clinical and theory courses. In the repetition of a course, all course requirements must be met for both the theory and the clinical component.

RN to BSN

If an RN to BSN student is not meeting SAP, the student may continue in the Program and must retake the course the next time it is offered. The student will be warned that he/she is not meeting SAP. Students receiving Title IV funding must choose to appeal the notice and if the appeal is successful they are then placed on academic probation. (see section on Appeals). The student will be placed on academic probation for the subsequent semester and remains eligible for financial aid.

**HOW SAP AFFECTS OR IS AFFECTED BY THE FOLLOWING:**

1. **Changing Programs/Courses Within the College**
   For any student wishing to change Programs/Courses within the College, any credits and grades earned that count toward the new Program/Course will be included in determination of GPA and SAP.

   Students may request a transfer to another Program in the College if they are in good standing and have a positive recommendation from the Program Director. Students who do not receive a positive recommendation must have their application reviewed and approved by the Program Director to transfer to another Program. Students are required to meet all admissions requirements (prerequisites, GPA, interview) and complete all admissions documentation, including a new enrollment agreement.

2. **Graduate Returning for a Second Degree or Program Track in the College**
   If a graduate with an Associate Degree in Applied Science from either the Cardiovascular Technology Program or the Surgical Technology Program wishes to return for a Bachelor of Nursing
Degree, the graduate must apply to the Nursing Program. None of the courses that were taken for the Associate of Applied Science in either Program can be transferred into the Nursing Program, as the fields are completely separate and have no courses in common.

A graduate of either the Cardiovascular Technology Program or the Surgical Technology Program desiring an Associate of Applied Science Degree in either another Program or another Cardiovascular Technology track, would need to reapply. The graduate would not repeat any courses in common between the track for which he/she received the degree and the track he/she now wishes to study. These common courses would be treated as transfer courses in all SAP calculations (see transfer courses below). The graduate will be given credit for any general education course that had been previously accepted for the first degree and is now required for the second degree.

3. Incomplete Courses
A student must successfully pass an incomplete course prior to progressing.

4. Repeat Courses
When a course is repeated, it will be counted as credit hours attempted and the new grade will be used in the GPA calculation.

5. Sequence of Courses
The courses in each Program must be taken according to the identified sequence and timeframe designated in the respective curriculum plans.

6. Transfer Courses
The only courses that can be transferred into a Program are courses in which a grade of “C” or higher has been achieved. These courses are included in the quantitative measure of SAP for the College. However, credits earned in transfer courses are not counted as part of the maximum timeframe to complete a Program, and they are not included in the GPA calculation for the College.

7. Withdrawal
If a student voluntarily or involuntarily withdraws from the Program/Course, the time period in which he/she is not enrolled at SCOHS is not included in calculating the 150% maximum time for Program/Course completion.

Withdrawal grades of W, WP, or WF are not included SAP measures for GPA or Program length calculations, but do count toward the percentage of courses completed (PACE).

8. LOA
(Please refer to the Leave of Absence policy)

FINANCIAL AID CANCELLATION:
A student will not be eligible for financial aid if he/she does not meet SAP requirements except as noted above.

Related Documents/Policies/Procedures
SCOHS LOA Policy
Policy Statement
This policy identifies the various student “statuses” within the College primarily as it relates to tuition and Title IV funds.

Purpose
The purpose is to clearly articulate what constitutes full-time, half-time, three-quarters time, and academic break for students, primarily for financial aid purposes.

Definitions

Full-time is defined as carrying twelve (12) or more credit hours in one term/semester.

Three-quarters time is defined as carrying nine to eleven (9–11) credit hours in one term/semester.

Half-time is defined as carrying six to eight (6–8) credit hours in one term/semester.

Less than half-time is defined as carrying one to five (1–5) credit hours in one term/semester.

Academic Break (for RN to BSN students only) – Students enrolled in the RN to BSN Program may remain in an active status during a semester in which there is not a course available for the student. This status is allowed once during the student’s enrollment in the Program. All other breaks will require the student to take a leave of absence.

Procedures
None

References
None

Related Documents/Policies/Procedures
LOA Policy
Change in Status Policy (Add/Drop)
Policy Title: Verification of Student Identity

Department: Administration and Finance
Owner: Assistant Dean for Administration and Finance
Original Date: December 2012
Area: Enrollment Management and IT
Approved by:
Revision Date: July 2013, July 2014, May 2015

Audience: Students, Admissions staff

Policy Statement
This policy establishes a process to determine that a student registered for a ground, blended, or online course is the same student who participates in, completes, and receives credit for the course.

Purpose
The purpose is to ensure that a student registered for a ground, blended, or online course is the same student who participates in, completes, and receives credit for the course.

Definitions
None

Procedures
Students seeking registration in ground, blended, or online courses will provide appropriate identification to establish their identity. There are processes in place to ensure the validity of the photo identification for students enrolled in these courses. Minimum requirements for identity verification include:

- Full name
- Email address
- Current address
- Home phone number
- Date of birth
- Government-issued photo identification (such as a driver’s license, DMV identification card, passport, and military identification card)

Students requesting a name change who are actively enrolled at the College and who request to have their name changed will be required to show their social security card with the new name before any records or information systems are updated with the new name.

Verifying students – The College must verify that the same student who registers for a course is the same student who participates in and completes the course and receives academic credit. One or more of the following methods must be used for verification:

- A secure login with user name and password
- Proctored examinations
- New or emerging technologies and practices that are effective in verifying student identification

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When a course is offered primarily or jointly through a distance media (e.g., synchronous or asynchronous web programming, live video feed to a remote location) a unique individual login and password system provides security for coursework and exams taken through the College’s course management system.

All methods of verifying student identity must protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA).

Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. This information may include a combination of the following:

- Student ID number
- Last four digits of the student’s Social Security number
- At least two other pieces of information, such as the student’s email address on file, date of birth, address, or user name

References
United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315
Family Educational Rights and Privacy Act (FERPA)

Related Documents/Policies/Procedures
Admissions Procedures