



College of Health Sciences

COLLEGE CATALOG

2024 – 2025



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RIVERSIDE COLLEGE OF HEALTH SCIENCES

316 Main Street, Newport News, VA 23601

757-240-2200; Fax: 757-240-2225

www.riverside.edu

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Riverside College of Health Sciences is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).

101 N. 14th Street, James Monroe Building, Richmond, VA 23219
804-225-2600 www.schev.edu



State Council of
Higher Education for Virginia

The College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314 N., Falls Church, VA 22043
703-917-9503 www.abhes.org



Riverside College of Health Sciences has been approved to participate in the National Council for State Authorization Reciprocity Agreements www.nc-sara.org



Riverside Regional Medical Center is accredited by DNVGL-Healthcare

400 Techne Center Drive, Suite 100, Milford, OH 45150
www.dnvglhealthcare.com



This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at <http://www.benefits.va.gov/gibill>

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This Catalog is for informational purposes only and does not create a contract, nor does it constitute a guarantee of continued enrollment. Riverside College of Health Sciences continuously attempts to improve each program and reserves the right to modify admission criteria, curriculum, course content, and policies as deemed necessary. Policy references are for public information purposes only. Enrolled students should refer to the most current policies published in their learning management system as needed.

Cover photo: College Administration Building.

Back cover photos clockwise from top left: students in a classroom; student study group on the campus lawn; front of the Administration Building; students relaxing in the Treehouse Café.

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From Riverside Health – College President

Welcome!

Thank you for your interest in our College and programs. Making the choice of a career in healthcare has never been a better option, or more needed! Workforce analyses project continued nursing and allied health shortages of over 10% (2021-2036) for Virginia. The faculty and staff of Riverside College of Health Sciences are dedicated to providing quality education from certificate to bachelor's degree programs to help you meet these workforce demands.

Our faculty meet or exceed the high standards of their professions and accreditation organizations, and they have chosen to make your educational goal their priority.

Explore our catalog and website or come in for a visit to learn about the many programs and courses offered. I hope to welcome you soon as an enrolled student!



Robin M. Nelhuebel, PhD, MSN, MEd, RN, RT(R)



Riverside College of Health Sciences

ORGANIZATION

Riverside College of Health Sciences is organized under Riverside Hospital, Inc. d/b/a Riverside Regional Medical Center. Riverside Regional Medical Center is a private, not-for-profit healthcare agency accredited by DNV GL - Healthcare and is a subsidiary of Riverside Healthcare Association, Inc. d/b/a Riverside Health. Riverside offers a variety of services and programs in the areas of prevention, primary care, urgent care, diagnostics, neurosciences, oncology, orthopedics, aging-related services, rehabilitation, medical education, home care, and hospice. Riverside is proud to be affiliated with more than 750 providers in over 100 locations across Hampton Roads with the Riverside Medical Group (RMG). RMG, one of the largest and most diverse multi-specialty group practices in the Commonwealth of Virginia, provides care for over a half-million patients across every clinical specialty and subspecialty available.

RIVERSIDE REGIONAL MEDICAL CENTER (RRMC)

Riverside began serving the Virginia Peninsula community in 1916. In 1963, Riverside moved to the present 72-acre location in Newport News on J. Clyde Morris Boulevard. A 450-bed facility, Riverside Regional Medical Center is the largest and most comprehensive of the health system's four acute care facilities. It provides a nationally accredited cancer care network, a comprehensive stroke center, the area's only open-heart surgery program, the region's only Level II Trauma Center and a cornerstone neurosciences program.

RRMC is the health system's hub for Medical, Nursing, and Allied Health Education. Riverside also has the Riverside College of Health Sciences (RCHS), which has provided nursing education for over 100 years and allied health education since the 1960's.

RIVERSIDE COLLEGE OF HEALTH SCIENCES (RCHS)

Riverside College of Health Sciences educates nurses and allied health professionals through the following bachelor's¹ and associate² degree, and certificate³ programs:

- *Professional Nursing*² (1916)
- *Practical Nursing*³ (1961)
- *Radiologic Technology*² (1964)
- *Surgical Technology*² (1969)
- *Physical Therapist Assistant*² (2012)
- *Nurse Aide*³ (2017)
- *RN-to-BSN*¹ (2020)
- *Cardiovascular Technology*³:
 - *Adult Echocardiography Specialty* (2021)
 - *Non-Invasive Vascular Specialty* (2022)
- *Respiratory Care*¹ (2023)

MISSION • VISION • VALUES

The mission of Riverside College of Health Sciences is to enhance the well-being and improve the health of communities of Southeastern Virginia and beyond by providing high-quality residential and online undergraduate education in nursing and allied health and preparing competent and caring professionals for careers within Riverside Health and the region.

We aspire to be the educational center of choice within our communities renowned for academic and clinical excellence in a student-centered environment.

We believe in respect, trust, and teamwork among our students, faculty, and staff that positively enhance our learning environment; change and its ability to drive creativity and innovation that leads to excellence; health careers education that fosters excellence, compassion, competence, safety, lifelong learning, and self-esteem; meaningful community involvement and partnerships that result in improved healthcare education and community wellbeing; fiscal responsibility and resource management that supports growth based on workforce needs; learning environments designed to support students' educational and career goals. Consistent with Riverside Health, the College is committed to fostering an equitable and inclusive culture where all are valued and supported.

The College treats our students, faculty, staff, and other stakeholders with consideration, respect, and integrity. We use the strategic planning process to enable the College and its programs to meet evolving healthcare education needs in a variety of settings. In planning, we listen to our stakeholders so as to better serve their needs and improve educational programs and graduate outcomes. Consistent with its stated purpose, the College provides practitioners who respond to the changing healthcare needs of Riverside Health and other healthcare providers in our market area.

PURPOSE

The purpose of Riverside College of Health Sciences is to:

- Provide students with quality healthcare education that results in the successful attainment of credentials that meet or exceed requirements to practice in a specific healthcare career.
- Prepare healthcare professionals who respond to the changing healthcare needs of Riverside Health, RH and their local communities.
- Prepare students to be life-long learners with appreciation for continuing their education to include advanced degrees and additional certification.

Pre-Nursing & Pre-Allied Health Courses

GENEVA COLLEGE / PORTAGE LEARNING CONTRACT AGREEMENT

To provide ease of access to required general education courses, RCHS has entered into an agreement with Geneva College/ Portage Learning to provide fully distance, online general education courses to enrolled RCHS students. Students interested in acceptance into RCHS degree and certificate programs of study have the option to first apply for **Pre-Nursing or Pre-Allied Health** courses to complete pre-requisite general education program coursework.

RCHS program applicants are not required to take pre-requisite or co-requisite courses from Geneva/Portage. Applicants may transfer courses from any institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) to RCHS for consideration upon application for their degree or certificate program of choice.

Pre-Nursing or Pre-Allied Health students must declare their intended program of study upon initial course enrollment and apply for core program acceptance after completing specified pre-application courses and achieving a competitive score on the TEAS exam (see page 49 for score recommendations). The ATI – TEAS Exam is required with a minimum score of 50% to enroll in Pre-Nursing or Pre-Allied Health courses. (For information regarding disability accommodations, please contact Disability Support Services at 757-240-2203). Students scoring between 50-70% will be required to enroll in the ATI Launch: Academic Readiness program. If enrolled, a completion certificate that shows satisfactory completion of the ATI Launch program is required as part of the application process for a core program (Professional Nursing, Physical Therapist Assisting, Radiologic Technology, Respiratory Care, or Surgical Technology.) The ATI Launch program is optional for students with an initial TEAS score above 70%.

Pre-Nursing and Pre-Allied Health students must complete all Geneva/Portage pre-/co-requisite general education courses within two years for associate degree programs, or three years for bachelor's degree programs to maintain eligibility for core program application. **See individual core program descriptions and curriculum plans for specified pre- and co-requisite course listings as well as pre-application course requirements.**

Students completing general education courses at RCHS through the Geneva/Portage agree that RCHS and Geneva College, and Portage Learning will share academic records to include course progress reports, current grades, and final transcripts. Course transcripts are issued by Geneva College. Completion of Geneva/Portage pre-requisite or co-requisite courses does not guarantee acceptance

into an RCHS degree or certificate core program. Enrollment in Geneva/Portage courses has no known impact on student employment or licensure.

For health, drug screening, background check, and admissions requirements of students applying to a core program of study please see pages 48-49.

Information about Geneva College/Portage Learning is available at: [Portage Learning](#) or

Portage Learning
2521 Darlington Road, Beaver Falls, PA 15010
Toll-free: 888-724-3590 Email: info@portagelearning.com

PRE- & CO-REQUISITE COURSES

Fully distance, online courses available through Geneva/ Portage that meet pre- and co-requisite curriculum requirements include:

- Medical Terminology
- Essentials in Nutrition
- Essential Human Anatomy & Physiology with Lab I and II
- Essential Microbiology with Lab
- Foundations of General Chemistry with Lab
- College Algebra
- Introduction to Statistics
- English Composition I and II
- Foundations of Public Speaking
- Physics
- General Psychology
- Developmental Psychology
- Introduction to Ethics

Geneva College / Portage Learning COURSE DESCRIPTIONS

Additional courses for assigned remediation or to satisfy electives are also available – and provided within the Course Description section of the catalog.

TUITION & FINANCIAL AID

Tuition: General Education courses through Geneva/Portage: \$300 per credit (see individual program "Tuition and Fees" section for complete tuition breakdown.)

ATI Launch: Academic Readiness Program: \$250 (*not eligible for Financial Aid*)

Financial Aid for Geneva/Portage courses may be available to eligible students.

Pre-Nursing & Pre-Allied Health Courses, continued

ADMISSION CRITERIA

- The Application for Admission and all Official Academic Transcripts (to include high school and all college-level courses attempted) must be submitted no later than the published application deadlines for consideration in the next available semester.
- Official High School transcript *with a high school GPA ≥ 2.0* or GED certificate (*The applicant must be a graduate of an accredited high school or have earned a high school equivalency (GED) certificate. Applicants who are unable to provide official transcripts must complete a signed Attestation of High School Graduation which includes the name of the high school attended, city, state, graduation year. The Registrar will evaluate the validity of the institution provided on the attestation form to determine if the entity is/was approved to provide secondary school education by the state listed. State agencies will be contacted as applicable.*)
- ATI TEAS Version 7 test score minimum of 50%.
- Ability to meet required computer technology requirements.
- Immigration documentation is required if applicant is not a U.S. citizen. (*The College is not Student and Exchange Visitor Program (SEVP) certified and cannot accept international students on an F-1 or M-1 visa.*)
- If English is the applicant's second language, a TOEFL score of 550 (paper) or 79 (internet based) is required (*Test must have been completed within the last 2 years*).
- Accepted pre-nursing and pre-allied health applicants who decline admission may defer to the next available semester with tuition deposit paid and pending space availability or must reapply for a future start date.



Pictured: Students on campus

APPLICATION PROCEDURE

- The **Pre-Nursing and Pre-Allied Health** option is provided to allow students to complete pre-requisite and/or co-requisite courses required in Nursing or Allied Health degree and certificate core programs.
- Application for admission to **Pre-Nursing and Pre-Allied Health** courses and additional information can be accessed at www.riverside.edu. Applications are accepted on a continual basis for consideration and entry into the next available semester. Admission is not guaranteed.
- Pre-Nursing and Pre-Allied Health students must meet all Core Program Application and Admissions requirements and are instructed to review Program Criteria prior to applying for Pre-Nursing or Pre-Allied Health courses.

ACADEMIC CALENDAR

Pre-Nursing or Pre-Allied Health courses follow the "Day Division" calendar for Fall, Spring, and Summer Semesters. See page 57.

THE FOLLOWING ITEMS ARE REQUIRED PRIOR TO ENROLLMENT IN PRE-NURSING OR PRE-ALLIED HEALTH COURSES

- \$125 Tuition Deposit (credited towards first semester tuition)
- Student Information Sheet
- Request for Transfer Evaluation, if applicable (due with tuition deposit)
- Identity verification-requires a government-issued ID
- Purchase of ATI Launch: Academic Readiness Program, if applicable.



Pictured: Treehouse Café

SCHOOL OF NURSING CORE PROGRAMS

THE SCHOOL OF NURSING INCLUDES THE FOLLOWING CORE PROGRAMS:

- **RN-to-BSN Nursing**, Bachelor of Science in Nursing
- **Professional Nursing**, Associate of Applied Science Degree
- **Practical Nursing**, Diploma
- **Nurse Aide**, Certificate

EDUCATIONAL REQUIREMENTS FOR SPECIFIC STATE LICENSING OR CREDENTIALING

The Programs of the College are designed to meet the educational requirements for licensing or certification that are required for employment. State requirements for credentialing vary; in addition to educational requirements, an agency or board may require additional criteria be met. If you are physically located outside of Virginia, or intend to practice in another state, we encourage you to contact the state board or agency in the state in which you plan to practice for the most complete and up-to-date information pertaining to licensure and certification. Contact information for state licensing agency bodies can be found at CareerOneStop.org.



Pictured left: Student in clinical; top right: students practicing skills in the Nursing Skills Laboratory; bottom right: students and faculty in Nursing Skills Laboratory.



RN-to-BSN Nursing Program

The RN-to-BSN Nursing Program is designed to assist the Registered Nurse in completing their Bachelor of Science degree in Nursing while enhancing professional practice and career diversity. The program provides all theory courses online (fully distance) with entry dates available in May, August, and January. Courses are eight weeks in length and the program includes three independent practicum experiences that may be completed in the student's community.

The program emphasizes the impact of nursing on the community, leadership roles of the nurse, interprofessional communication and collaboration, and evidence-based practice along with traditional BSN foundational courses. The program prepares the student for life-long learning and fosters the development of caring partnerships with individuals whom they may encounter in a variety of settings.

The RN-to-BSN curriculum builds and expands on RN competencies in order to lead change and positively affect the healthcare system while providing a solid foundation for advanced education and career mobility. The program also prepares program graduates for graduate study in nursing.

Applicants must have earned an associate degree in Professional Nursing (ADN, AAS, AOS), or a Diploma in Professional Nursing, and hold a current unencumbered license to practice as a Registered Nurse in Virginia (or Compact State).

Applicants may be considered for concurrent enrollment in the RN-to-BSN program if currently enrolled and in good standing in an affiliated Professional Nursing associate degree program (successful completion of the associate degree and successful NCLEX-RN required to be eligible for conferment of the BSN regardless of courses achieved.) As the College is a participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA), this program is open to students residing outside the Commonwealth of Virginia in other SARA member states ([NC-SARA LINK](#)).

WHAT WE OFFER

- Program leading to a Bachelor of Science Degree in Nursing
- Completely online program--full-- or part-time. All courses are 8-weeks in length. The program includes two 16-week semesters (two sessions/semester) and one 8-week summer semester per year. (80 weeks – 1 academic year full-time and 2 academic years part-time) in addition to

specific college level prerequisite or co-requisite courses.

- Several courses have integrated independent practicum experiences which may be completed in the student's community or work setting.
- Concurrent enrollment for eligible pre-licensure Professional Nursing students with a ≥ 2.5 GPA
- Financial Aid for students who qualify.
- Career Planning

PROGRAM LEARNING OUTCOMES

Upon program completion, the graduate will:

1. Evaluate the nursing process as it relates to the promotion of healthcare of individuals, families, and communities across the lifespan.
2. Examine professional nursing practice using knowledge from nursing science, liberal arts, and biological and behavioral sciences to think critically and reflectively when making moral, legal, and ethical decisions in a variety of practice settings.
3. Analyze principles and concepts of safety as related to the healthcare delivery and educational needs of diverse populations.
4. Integrate theoretical and empirical knowledge from the arts, sciences, and humanities to support competencies and values for caring professional nursing practice.
5. Utilize interprofessional collaboration and communication with other healthcare members in planning, coordinating, providing, and evaluating patient care, as well as performance improvement and education.
6. Analyze how educational theory may be applied as related to professional nursing practice in order to educate various populations.
7. Apply leadership and management concepts in the direction and provision of quality healthcare while integrating policy and human, fiscal, and material resources.
8. Distinguish concepts of clinical prevention, health promotion, and community health to educate individuals, families, and communities across the lifespan.

COURSE DELIVERY METHODS

Courses in this program are delivered fully distance, both synchronously and asynchronously.

RN-to-BSN Nursing Program, continued

ADMISSION REQUIREMENTS

COLLEGE PRE-APPLICATION COURSE REQUIREMENTS*:

Anatomy and Physiology I and II w/Lab**	8 credits
Microbiology w/Lab**	4 credits
English Composition	3 credits
Developmental Psychology	3 credits

ADDITIONAL PRE- OR CO-REQUISITE COURSE REQUIREMENTS*:

(These courses must be completed prior to enrollment in NSG 464 Capstone)

English Elective	3 credits
Fine Arts / Humanities Electives	6 credits
Mathematics elective	3 credits
Natural Sciences Elective	3 credits
Social Sciences Electives	6 credits
Speech / Communications Elective	3 credits
General Elective	2 credits

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES).

** Anatomy & Physiology and Microbiology courses cannot be substituted with CLEP testing.

The applicant must be a graduate of a programmatically accredited professional nursing program through either ACEN or CNEA and be licensed to practice as an RN. (Exception: concurrent students).

TUITION AND FEES

Tuition rates effective fall semester 2023.

\$350 per GEN credit (6)

\$300 per NSG credit (30)

Core Program Tuition: \$11,100

Book Estimate \$500 - \$700

Computer supplies estimate \$1,200

See pages 53-54 for applicable fees.

Core Program Tuition does not include pre- or corequisite courses, entrance fees, textbooks, supplies, or living expenses. Textbooks, supplies and living expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook prices vary according to the vendor. The amounts provided are estimates. Students are responsible for all costs incurred in travel to preceptorship and practicum sites. Students are responsible for meeting clinical site requirements which may include fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

TECHNOLOGY REQUIREMENTS

As the RN-to-BSN is a fully online program, adherence to RCHS technology requirements is essential (see page 64). It is the student's responsibility to ensure that they have what is minimally required to be successful in the program.

ADDITIONAL REQUIREMENTS:

- Reliable broadband connection (cable modem, DSL, other high speed) required. (Courses are video intensive).
- 1024 x 768 or higher resolution.
- It is strongly recommended that you have a headset with microphone. Alternately, you may also use a webcam with a microphone and speakers.
- Computers must have video and audio capabilities.
- Current anti-virus and anti-spyware applications that are updated regularly.
- Microsoft Office 365: This is available exclusively to our students through a link in the learning management system.

ATTENDANCE REQUIREMENTS

Students enrolled in distance learning courses are subject to the same attendance policy as traditional on-ground students. However, for distance learning courses, participation and attendance are defined in a different manner. Each student participating in a distance learning course is expected to actively participate in the course through academic engagement activities which are designed to contribute to the student's overall academic goals. Students who do not actively participate for a period of five consecutive calendar days (excluding holidays and scheduled breaks) without notifying the College may be withdrawn by the Registrar.

All distance learning courses open on the first day of the term or as scheduled. Students are required to establish participation in distance learning courses by logging in and accessing each course on the first day of class and acknowledging that they have read the course syllabus. This will verify that they are present, participating, and understand the course requirements in each course. Students who fail to complete this first-day assignment may be dropped from the course.

Students are expected to log into the learning management system at regular intervals throughout the course in order to complete weekly assignments, assessments, discussions, and/or other weekly activities directed by the instructor and as outlined in the syllabus. A "class week" starts on a Monday and ends on the following Sunday at 11:59 pm EST (Eastern Standard Time).

RN-to-BSN Nursing Program, continued

ESSENTIAL PROGRAM REQUIREMENTS [TECHNICAL STANDARDS]

The following are Essential Program Requirements for students enrolled in full distance education programs. The ability to meet all of these requirements, with or without accommodations, is necessary to be able to meet program outcomes required for graduation. For information regarding disability accommodations, please contact Disability Support Services (757-240-2203).

1. Readiness to learn. Examples include:
 - Congruent verbal/nonverbal behavior; emotional stability; cooperative; no signs of impaired judgement.
 - Clear speech.
 - Intact short and long-term memory.
2. Digital literacy needed for online learning. Examples include:
 - Obtain or have appropriate computer hardware and applications as outlined in the technology requirements.
 - Access and create emails to others, receive emails, and be able to respond with a document attached.
 - Access and submit information in the learning management system (LMS).
 - Create, save, and submit documents, files, presentations, etc., required by the College.
 - Manage files and folders; save, name, copy, move, backup, rename, delete, check properties, and retrieve saved files from storage.
 - Copy and paste items into a document or presentation.
 - Conduct web searches for scholarly information.
 - Utilize online library resources.
 - Collaborate with other students in the online environment.
3. Acquire and integrate knowledge, data, and information to establish clinical judgment. Examples include:
 - Acquire knowledge in the online classroom and practicum environments.
 - Acquire, conceptualize, and use evidence-based information in current clinical practice.
 - Acquire information from various documents, texts, articles, other educational aids, and computer systems.
 - Develop health care solutions and responses beyond that which is rote or rule-based,
 - Measure, calculate, reason, interpret, analyze, integrate, and synthesize complex information; apply in multiple settings.
 - Utilize critical thinking and clinical reasoning skills to make decisions.
4. Effective communication. Examples include:
 - Give and receive feedback.
 - Exhibit social and emotional intelligence.
 - Interpret accurately information gathered from communication.
 - Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments.
 - Communicate effectively with peers, faculty, healthcare team, and members of the community.
 - Exhibit cross cultural communication.
 - Utilize netiquette when communicating in the online environment.
5. Appropriate professional behaviors and attitudes into practice. Examples include:
 - Follow course syllabi, assignment directions, and policies/procedures of the College.
 - Manage time effectively to ensure on-time completion of course requirements.
 - Demonstrate professional conduct in interactions with others.
 - Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences.
 - Accept constructive feedback in all aspects of the program and modify behavior based on the feedback.
 - Demonstrate non-discriminatory relationships with others.
 - Demonstrate professional boundaries with peers, faculty, and members of the community.
 - Maintain confidentiality and protect the rights of others.



Pictured: A group of students

RN-to-BSN Nursing Program, continued

GRADUATION REQUIREMENTS

Eligibility for graduation is based upon successful completion of all phases of the course of study. Students must satisfy the following minimum requirements prior to graduation:

- Complete each course with a minimum grade of 80%.
- Complete all General Education co-requisite courses prior to enrollment in NSG 464 Education for Health Promotion and submit all official transcript(s) for verification.
- Satisfy all financial obligations to the College, to include tuition, fees, and financial aid exit counseling if applicable.
- Submit Application for Graduation.
- Complete Graduate Exit process.
- *A current unencumbered RN license in the state of residence is required prior to enrollment in NSG 464 Education for Health Promotion (Capstone), the final course of the curriculum.*

PROGRAMMATIC ACCREDITATION

The RN-to-BSN nursing program at Riverside College of Health Sciences at 316 Main Street located in Newport News, Virginia, is accredited by Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000



The most recent accreditation decision made by the ACEN Board of Commissioners for the Baccalaureate (RN to BSN) nursing program is Initial Accreditation. View public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>



Pictured above: Students on campus

Pictured right: One of the campus Computer Laboratories



RN-to-BSN Nursing Program, continued

CURRICULUM PLAN (Course Descriptions begin on page 74)

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS	Semester Credit Hours
<u>Pre-Application Course Requirements</u>	
English Composition	3
Anatomy & Physiology I and II with Lab	8
Developmental Psychology	3
Microbiology with Lab	4
<u>Additional Pre- or Co-Requisite Course Requirements</u> (all 100 level or higher)	
English Elective	3
Fine Arts and/or Humanities Electives (2)	6
Mathematics Elective	3
Natural Sciences Elective	3
Social Sciences Electives (2)	6
Speech and Communications Elective	3
General Electives	2
<u>Upper-Level Co-Requisites – Taught by RCHS</u>	
GEN 311 Principles of Baccalaureate Learning	3
GEN 321 Academic Writing for the Health Professional (GEN 311 is a Pre/Co requisite)	3
TOTAL PRE/CO-REQUISITE CREDIT HOURS	50

Completion of all GENERAL EDUCATION courses is required for conferment of the BSN degree.

Pre-licensure admitted students: An unencumbered RN license is required for conferment of the BSN degree.

Remedial or developmental course will NOT meet General Education Requirements.

RN-TO-BSN COURSE REQUIREMENTS	A	P	CH	Credits	Prerequisites
NSG 332 Issues & Trends in Nursing	45		45	3	GEN 311 & GEN 321
NSG 342 Nursing Theory in Practice	45		45	3	GEN 311 & GEN 321
NSG 352 Public Health & Community-Based Nursing	60	45	105	5	GEN 311 & GEN 321
NSG 423 Legal & Ethical Issues in Nursing	45		45	3	NSG 332 & NSG 342
NSG 443 Evidenced Based Practice & Nursing Research	45		45	3	NSG 332 & NSG 352
NSG 444 Policy & Politics in Nursing	45		45	3	NSG 423
NSG 454 Nursing Leadership & Management	60	45	105	5	NSG 443
NSG 464 Education for Health Promotion (Capstone)	60	45	105	5	NSG 454

CURRICULUM SUMMARY	A	P	CH	Credits
College Level General Education Requirements				44
Upper-Level RCHS General Education Requirements	90		90	6
Total General Education Pre- / Co-requisite Credit Hours				50
Prior Nursing Education and Licensure Granted Credit				40
Nursing Curriculum Hours				
RN-to-BSN Program Hours – Theory	405		405	27
RN-to-BSN Program Hours – Practicum		135	135	3
Total RN-to-BSN Nursing Curriculum Credit Hours			540	30
Total RN-to-BSN Program Credit Hours				
Total RN-to-BSN Curriculum Credit Hours w/ Gen Eds & Transfers				120

	Clock Hours	Credits
A = Academic Instructional Hour (Theory)	15	1
P = Practicum Hour	45	1
CH = Clock Hour		



Professional Nursing Program

A Registered Nurse (RN) uses compassion, care, and intelligence to provide care for patients of all ages. Registered nurses function in a variety of roles including caregiver, educator, manager, and patient advocate. They work to promote health and prevent disease. When illness occurs, the registered nurse assists patients and families by providing physical care, emotional support, and education. The registered nurse performs assessments, documents care, assists with diagnostic tests, administers treatments and medications, monitors advanced technology and equipment, and participates in patient follow-up and rehabilitation. Registered nurses are vital members of the healthcare team.

The Professional Nursing Program was established in 1916 as a diploma program and graduated the last diploma class in December 2016. The Associate of Applied Science (AAS) degree program opened in 2016. The program is approved by the Virginia Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). We believe that nursing education is based in the arts and sciences, and that roles within nursing practice are basic and progressive.

Nursing education is a planned program of learning, which is constantly evolving within the scope of the nursing role and the changing environment of the healthcare system. The Professional Nursing Program curriculum meets all eligibility requirements for graduates to apply for licensure and National Council Licensure Examination for Registered Nurses (NCLEX-RN®) examination.

As of July 1, 2020, U.S. Department of Education regulation 34 CFR 668.43(a)(5)(v) requires the program disclose that there has not been a determination of whether the curriculum meets requirements of other states. To determine if the program meets any specific state other than Virginia, please refer to <https://www.ncsbn.org/14730.htm>.

Application to the Virginia Board of Nursing for licensure testing is the student's responsibility and additional fees are charged. NCLEX-RN® exam pass rates are available on the Virginia Board of Nursing web site <https://www.dhp.virginia.gov/Boards/Nursing/PublicResources/EducationPrograms/> or on our website at www.riverside.edu.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

WHAT WE OFFER

- Program leading to an Associate of Applied Science Degree and eligibility for licensure as a Registered Nurse
- Full-time Day option consisting of four 16-week semesters (64 total weeks – 2 academic years) in addition to specific college level prerequisite preadmission courses - occasional evening or weekend hours may be required
- Full-time Evening/Weekend option consisting of four 23-week semesters (92 total weeks – 2 academic years) in addition to specific college level prerequisite preadmission courses - occasional day hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Advanced Placement Option for qualifying LPNs
- Financial Aid for students who qualify
- Online general education courses through Geneva College / Portage Learning contract agreement.

PROGRAM LEARNING OUTCOMES

Upon program completion, the graduate will:

1. Apply nursing knowledge and skills to use the nursing process to provide evidence-based care to patients, families, and groups.
2. Integrate concepts of critical thinking and evidence-based practice to make independent clinical decisions for safe, effective nursing care.
3. Apply principles and concepts of safety in the provision of nursing care.
4. Advocate for patients and families with respect for their inherent worth and dignity.
5. Apply principles of communication to collaborate with patients and members of the multidisciplinary team to provide safe, high-quality healthcare.
6. Provide comprehensive healthcare education for patients, families, and groups to meet healthcare needs and improve patient care outcomes.
7. Apply principles of management to provide, manage, and direct nursing care in diverse healthcare settings.
8. Engage in leadership behaviors to effectively use resources to enhance the practice environment and improve patient care outcomes.

Professional Nursing Program, continued

ADMISSION REQUIREMENTS PROFESSIONAL NURSING PROGRAM

Completion of the Pre-Nursing Courses does not guarantee admission to the Professional Nursing Program.

PRE-APPLICATION COURSE REQUIREMENTS*:

Anatomy and Physiology I w/Lab**	4 credits
English Composition	3 credits
Developmental Psychology	3 credits
Chemistry [∇]	

PRE- OR CO-REQUISITE COURSE REQUIREMENTS*:

Nutrition	3 credits
Microbiology w/Lab**	4 credits
Anatomy and Physiology I w/Lab**	4 credits

- Preadmission testing is required. See Application Procedures for information on ATI TEAS testing.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- Prospective nursing students with prior criminal offenses are urged to review the Virginia Board of Nursing Guidance Document 90-55.
- LPN-to-RN Advanced Placement students will be awarded 90 clinical hours for Practical Nursing experience

ADMISSION REQUIREMENTS LPN-TO-RN ADVANCED PLACEMENT OPTION

PRE-APPLICATION COURSE REQUIREMENTS*:

Anatomy and Physiology I & II w/Lab**	8 credits
English Composition	3 credits
Developmental Psychology	3 credits
Nutrition	3 credits
Chemistry [∇]	

PRE- OR CO-REQUISITE COURSE REQUIREMENTS*:

Microbiology w/Lab**	4 credits
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- Applicants must meet all entrance requirements of the Professional Nursing Program.
- Applicant must have been employed as an LPN for at least one year within five years prior to application.
- Applicant must achieve a minimum of 80% on a preadmission, faculty-prepared nursing content test.
- Applicant must attend mandatory orientation session.
- Validation of clinical competencies may be required at the discretion of the Program Director.
- Applicant must be licensed to practice in a licensure compact state.

ADDITIONAL ADMISSIONS INFORMATION

(FOR BOTH PROFESSIONAL NURSING AND LPN-TO-RN ADVANCED PLACEMENT OPTION PROGRAMS)

- Applicants must have completed Anatomy and Physiology and English Composition must be completed before a formal application can be submitted and reviewed. Developmental Psychology must be completed prior to matriculation.
- Cumulative college-level GPA of 3.0 or higher is recommended due to the competitive nature of admissions.
- [∇]Chemistry: 1 unit of high school or college-level chemistry must be completed before application can be submitted. (Also accepted: CLEP of 100-level chemistry course; job-related chemistry; LPN developmental courses in chemistry; adult education courses; or chemistry-related courses in military education.)

For additional pre- or co-requisite courses not required for application submission, see the curriculum plan, page 18.

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. These courses may be taken in Pre-Nursing and/or as co-requisites within the RCHS-Geneva/Portage contract agreement. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES).

** Anatomy & Physiology and Microbiology courses cannot be substituted with CLEP testing.

Professional Nursing Program, continued

TUITION AND FEES - PROFESSIONAL NURSING PROGRAM

Tuition rates effective fall semester 2024.

\$350 per GEN credit (1)	
\$475 per NUR credit (50)	
\$300 per Geneva credit (8)	
Core Program Tuition:	\$26,500

Tuition with Pre-requisites: \$30,400

Pre-Nursing Courses (13)	\$300 per credit
Book Estimate	\$1,435
Uniform and Shoe Estimate	\$150
Supplies Estimate	\$120
Credentialing Estimate	\$430
ATI Launch Program	\$250

See pages 53-54 for applicable fees.

TUITION AND FEES - LPN-TO-RN ADVANCED PLACEMENT OPTION

Tuition rates effective fall semester 2024.

\$350 per GEN credit (1)	
\$450 per NUR credit (38)	
\$300 per Geneva credit (4)	
Core Program Tuition:	\$19,600

Tuition with Pre-requisites: \$24,700

(Not including cost of PN Program)

Pre-Nursing Courses (17)	\$300 per credit
Book Estimate	\$1,100
Uniform and Shoe Estimate	\$150
Supplies Estimate	\$120
Credentialing Estimate	\$430
ATI Launch Program	\$250

See page 53 for applicable fees.

Core Program Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, or living expenses. Textbooks, supplies and living expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to preceptorship and practicum sites. Students are responsible for meeting clinical site requirements which may include fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

PROGRAMMATIC ACCREDITATION

The associate degree, Professional Nursing program at Riverside College of Health Sciences at 316 Main Street located in Newport News, Virginia, is accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326
404-975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree Professional Nursing program is continuing accreditation. View public information disclosed by ACEN regarding this program at:

<http://www.acenursing.com/accreditedprograms/programSearch.htm>

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463
804-367-4515 <http://www.dhp.virginia.gov/Nursing>

LICENSURE

Program graduates are eligible to apply to sit for the NCLEX-RN® (National Council Licensure Examination for Registered Nurses). Application to the Board is a student responsibility and additional fees are charged. Additional information may be obtained from:

Virginia Board of Nursing
Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463
804-367-4515 <http://www.dhp.virginia.gov/Nursing>



Pictured: A nursing student

Professional Nursing Program, continued.

CURRICULUM PLAN (Course Descriptions begin on page 74)

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS	
Pre-Application [∇] (Completed prior to application submission)	
English Composition I	3 credits
Developmental Psychology	3 credits
Anatomy & Physiology I with Lab	4 credits
Chemistry (may be satisfied with high school Chemistry)	
Pre-Requisite [∇] (Completed prior to first day of core program start)	
Nutrition	3 credits
Pre- or Co- Requisites (Completed before program start or as specified in plan below)	
GEN 111 Introduction to Healthcare*	1 credit
Anatomy & Physiology II with Lab [∇]	4 credits
Microbiology with Lab [∇]	4 credits
TOTAL GENERAL EDUCATION REQUIREMENTS: 22 CREDITS	

*Taught by RCHS [∇]Courses offered through Geneva/Portage

LEVEL 1	A	CS	CE	SIM	CH
NUR 111 Fundamental Nursing Skills	60	67.5	67.5	0	7.0
NUR 121 Principles of Nursing Practice ^B	30				2.0
NUR 131 Nursing Health Assessment ^B	30	22.5	22.5	0	3.0
TOTAL LEVEL HOURS	120	90	90	0	12.0
If not previously completed, also include:					
GEN 111 Introduction to Healthcare ^B	7.5		22.5		1.0
BIOD 152 Anatomy & Physiology II with Lab ^{∇D}	45	30			4.0
Total Level Hours	52.5	30	22.5	0	17.0

LEVEL 2	A	CS	CE	SIM	CH
NUR 122 Principles of Pediatric Nursing	45		37.5	7.5	4.0
NUR 142 Essentials of Maternal Newborn Nursing	45		37.5	7.5	4.0
NUR 152 Nursing Care of Adults I	52.5	22.5	90	0	6.0
TOTAL LEVEL HOURS	187.5	53	165	15	14.0
If not previously completed, also include:					
BIOD 171 Microbiology with Lab ^{∇D}					4.0
Total Level Hours					18.0



LEVEL 3	A	CS	CE	SIM	CH
NUR 223 Principles of Psychiatric Nursing	45		67.5	0	4.5
NUR 253 Nursing Care of Adults II	60	45	97.5	15	7.5
TOTAL LEVEL HOURS	105	45	165	15	12.0

LEVEL 4	A	CS	CE	SIM	CH
NUR 254 Nursing Care of Adults III	45		82.5	7.5	5.0
NUR 300 Nursing Capstone ^B	75		90		7.0
TOTAL LEVEL HOURS	120	0	172.5	7.5	12.0

CURRICULUM SUMMARY	Clock Hours	Credit
Total GEN ED Pre/Co-Requisite Credits Transferred in	360	21
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	<i>Included below</i>	1
Core Program Hours – Theory	495	33
Core Program Hours – Skills Lab	157.5	3.5
Core Program Hours – Clinical + Simulation	652.5	14.5
Total CORE Professional Nursing Program Hours	1665	
Total Professional Nursing Program Credit Hours		72

A =	Academic Instructional Hour (Theory)	Clock Hours	15	Credits	1
CS =	Clinical Skills Lab Instructional Hour		45		1
CE =	Clinical Experience Hour		45		1
SIM =	Simulated Clinical Experience Hour				
CH =	Credit Hour				

All courses are residential (taught on campus) unless noted as below:

^B Blended/Hybrid course ^D Distance Course



Pictured above: A group of students.

Pictured left: A group of students studying.



Practical Nursing Program

Licensed practical nurses (LPN) use intelligence, care, and compassion to provide direct therapeutic patient care.

They serve in a variety of roles and work under the supervision of physicians and registered nurses.

The LPN's competence implies knowledge, understanding, and skills that transcend specific tasks and is guided by a commitment to the public and to the high standards of the nursing profession.

As an integral part of the healthcare team, the licensed practical nurse performs functions such as, but not limited to, bedside care, taking vital signs, administering and monitoring medications, inserting catheters, providing wound care and dressing changes, implementing care plans, and providing patient and family education to promote health. The LPN supervises nurses' aides and unlicensed assistive personnel.

The Practical Nursing program was established in 1961 and is approved by the Virginia Board of Nursing. It has had continuing accreditation by the National League for Nursing Accrediting Commission (now called the Accreditation Commission for Education in Nursing, ACEN) since 1977. At the completion of the program the graduate will receive a diploma in nursing and be eligible for licensure examination to become a Licensed Practical Nurse in Virginia.

Program graduates are eligible to apply to sit for the NCLEX-PN® (National Council Licensure Examination for Practical Nursing). Application to the Virginia Board of Nursing is a student responsibility and additional fees are charged. NCLEX-PN® pass rates are available on the Virginia Board of Nursing web site <https://www.dhp.virginia.gov/Boards/Nursing/PublicResources/EducationPrograms/> or on our website at www.riverside.edu.

We believe that nursing education is based in the arts and sciences, and that roles within nursing practice are basic and progressive. Nursing education is a planned program of learning, which is constantly evolving within the scope of the nursing role and the changing environment of the healthcare system.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

WHAT WE OFFER

- Programs leading to a Diploma in Practical Nursing and eligibility for licensure as a Licensed Practical Nurse
- Full-time Day Option consisting of two 16-week semesters and one 8-week summer semester (40 total weeks – 1 academic year) - *occasional evening or weekend hours may be required*
- Full-time Evening/Weekend Option consisting of two 23-week semesters and one 12-week semester (58 total weeks – 1 academic year) - *occasional daytime hours may be required*
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Transcript evaluation and opportunity for first term course(s) transfer credit for currently certified or licensed healthcare professionals (i.e., Medical Assistants, Corpsmen, EMTs, etc.)

PROGRAM LEARNING OUTCOMES

Upon program completion the graduate will:

1. Provide safe, competent, evidenced-based nursing care utilizing critical thinking skills and the nursing process.
2. Apply principles of safety to provide safe nursing care in a variety of healthcare settings.
3. Communicate effectively to establish trusting interpersonal relationships with individuals, families, and members of the interdisciplinary team.
4. Collaborate with clients, families, and members of the interdisciplinary team to facilitate patient education and self-care.
5. Function as an advocate for patients and families with respect for their inherent worth and dignity.
6. Apply principles of leadership and management to provide individualized holistic nursing care to individuals and families.
7. Practice accountability when providing care to patient and families.

Practical Nursing Program, continued

PROGRAM ADMISSION REQUIREMENTS

- No prerequisite college courses required.
- Preadmission testing required. See Application Procedures for information on ATI TEAS testing.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- Prospective nursing students with prior criminal offenses are urged to review the Virginia Board of Nursing Guidance Document 90-55.
- High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.

TUITION AND FEES

*Clock-Hour based Flat Rate per Payment Period
Tuition rates effective fall semester 2023.*

Payment Period 1:	\$6,937.50
Payment Period 2:	\$6,937.50
Tuition	\$13,875

Book Estimate	\$850
Uniform & Shoe Estimate	\$150
Supplies Estimate	\$120
Credentialing Estimate	\$410

See pages 53-54 for applicable fees.

Tuition does not include entrance fees, textbooks, supplies, uniforms, or living expenses. These expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical placements are randomized, and clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

Pictured: Students in lecture.

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center, 9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515
<http://www.dhp.virginia.gov/Nursing>

PROGRAMMATIC ACCREDITATION

The Practical Nursing program at Riverside College of Health Sciences at 316 Main Street located in Newport News, Virginia, is accredited by:

Accreditation Commission for Education in
Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400,
Atlanta, GA 30326
404-975-5000



The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing program is Continuing Accreditation. View public information disclosed by ACEN regarding this program at:

<http://www.acenursing.com/accreditedprograms/programSearch.htm>

LICENSURE

Program graduates are eligible to apply to sit for the NCLEX-PN® (National Council Licensure Examination for Practical Nurses). Application to the Board is a student responsibility and additional fees are charged. Additional information may be obtained from:

Virginia Board of Nursing
Perimeter Center, 9960 Mayland Drive, Suite 300,
Henrico, VA 23233-1463
804-367-4515 <http://www.dhp.virginia.gov/Nursing> or
<http://www.dhp.virginia.gov/Boards/Nursing/EducationPrograms/ProspectiveStudents/>



Practical Nursing Program, continued

CURRICULUM PLAN – DAY DIVISION

(Course Descriptions begin on page 74)

Successful completion of all courses in a Level is required for advancement to the next Level of the curriculum.

DAY DIVISION - Spring Start Date

DAY DIVISION - Fall Start Date

1st PAYMENT PERIOD for Financial Aid					
LEVEL 1 – 16 weeks	A	CS	CE	SIM	CH
PN 101C Clinical Practicum I			82.5	7.5	90
PN 111 Medical Terminology	15				15
PN 121 Nursing Fundamentals	45	90			135
PN 131 Health Assessment	15	22.5			37.5
PN 141 Nursing Concepts	30				30
PN 151 Body Structure & Function	45				45
PN 161 Basic Nutrition for Nursing	15				15
TOTAL LEVEL HOURS	165	112.5	82.5	7.5	367.5

1st PAYMENT PERIOD for Financial Aid					
LEVEL 1 – 16 weeks	A	CS	CE	SIM	CH
PN 101C Clinical Practicum I			82.5	7.5	90
PN 111 Medical Terminology	15				15
PN 121 Nursing Fundamentals	45	90			135
PN 131 Health Assessment	15	22.5			37.5
PN 141 Nursing Concepts	30				30
PN 151 Body Structure & Function	45				45
PN 161 Basic Nutrition for Nursing	15				15
TOTAL LEVEL HOURS	165	112.5	82.5	7.5	367.5

LEVEL 2 – 8 weeks	A	CS	CE	SIM	CH
PN 102C Clinical Practicum II			88	7	95
PN 122 Adult Health Nursing I	30				30
PN 172 Maternal-Child Nursing	60				60
TOTAL LEVEL HOURS	90	0	95		185
Total Hours for Payment Period	255	112.5	183	7	553

LEVEL 2 – 8 weeks	A	CS	CE	SIM	CH
PN 102C Clinical Practicum II			88	7	95
PN 122 Adult Health Nursing I	30				30
PN 172 Maternal-Child Nursing	60				60
TOTAL LEVEL HOURS	90	0	88	7	185
Total Hours for Payment Period	255	112.5	88	7	553

2nd PAYMENT PERIOD for Financial Aid					
LEVEL 3 – 16 weeks	A	CS	CE	SIM	CH
PN 103C Clinical Practicum III			88	7	95
PN 123 Adult Health II	60				60
PN 182 Mental Health/Psych Nsg	22.5				22.5
PN 104C Clinical Practicum IV			67.5	7.5	75
PN 124 Adult Health Nursing III	30				30
PN 200 Capstone	45		45		90
TOTAL LEVEL HOURS	157.5	0	200.5	14.5	372.5
Total Hours for Payment Period	157.5	0	200.5	14.5	372.5

2nd PAYMENT PERIOD for Financial Aid					
LEVEL 3A – 8 weeks	A	CS	CE	SIM	CH
PN 103C Clinical Practicum III			88	7	95
PN 123 Adult Health II	60				60
PN 182 Mental Health/Psych Nsg	22.5				22.5
TOTAL LEVEL HOURS	82.5	0	88	7	177.5

LEVEL 3B – 8 weeks	A	CS	CE	SIM	CH
PN 104C Clinical Practicum IV			67.5	7.5	75
PN 124 Adult Health Nursing III	30				30
PN 200 Capstone	45		45		90
TOTAL LEVEL HOURS	75	0	112.5	7.5	195
Total Hours for Payment Period	157.5	0	200.5	7.5	372.5

EVENING/WEEKEND DIVISION

1st PAYMENT PERIOD for Financial Aid					
LEVEL 1 – 23 weeks	A	CS	CE	SIM	CH
PN 101C Clinical Practicum I			82.5	7.5	90
PN 111 Medical Terminology	15				15
PN 121 Nursing Fundamentals	45	90			135
PN 131 Health Assessment	15	22.5			37.5
PN 141 Nursing Concepts	30				30
PN 151 Body Structure & Function	45				45
PN 161 Basic Nutrition for Nursing	15				15
TOTAL LEVEL HOURS	165	112.5	82.5	7.5	367.5

2nd PAYMENT PERIOD for Financial Aid					
LEVEL 3A – 11 weeks	A	CS	CE	SIM	CH
PN 103C Clinical Practicum III			88	7	95
PN 123 Adult Health II	60				60
PN 182 Mental Health/Psych Nsg	22.5				22.5
TOTAL LEVEL HOURS	82.5	0	88	7	177.5

LEVEL 3B – 12 weeks	A	CS	CE	SIM	CH
PN 104C Clinical Practicum IV			67.5	7.5	75
PN 124 Adult Health Nursing III	30				30
PN 200 Capstone	45		45		90
TOTAL LEVEL HOURS	75	0	112.5	7.5	195
Total Hours for Payment Period	157.5	0	200.5	7.5	372.5

LEVEL 2 – 12 weeks	A	CS	CE	SIM	CH
PN 102C Clinical Practicum II			88	7	95
PN 122 Adult Health Nursing I	30				30
PN 172 Maternal-Child Nursing	60				60
TOTAL LEVEL HOURS	90	0	88		185
Total Hours for Payment Period	255	112.5	170.5	14.5	552.5

CURRICULUM SUMMARY		Total Clock Hours
Practical Nursing Program Hours - Theory		412.5
Practical Nursing Program Hours - Lab		112.5
Practical Nursing Program Hours – Clinical + Sim		400.0
Total Practical Nursing Program Clock Hours		925.0

- A = Academic Instructional Hour (Theory)
- CS = Clinical Skills Lab Instructional Hour
- CE = Clinical Experience Hour
- SIM = Simulated Clinical Experience Hour
- CH = Clock Hour

See course descriptions for course delivery method.



Nurse Aide Program

Working under the direct supervision of a licensed nurse, the nurse aide provides quality nursing care to patients, residents, clients, and customers of all ages in a variety of settings including private homes, assisted living, hospice, hospitals, and community-based long-term care facilities. As an integral part of the healthcare team, the nurse aide performs a variety of functions including, but not limited to bedside care, vital signs assessment, feeding residents and recording their food and liquid intake, helping with medical procedures, and assisting residents to maintain as much independence as possible. Nurse aides must be respectful and compassionate and enjoy helping others as they interact with residents on a regular basis, getting to know them personally, and building strong relationships with them and their families.

The Nurse Aide Program is approved by the Virginia Board of Nursing (VBON). At the completion of the program, the graduate is eligible to take the National Nurse Aide Assessment Program (NNAAP) Examination to become a Certified Nurse Aide in Virginia. This examination is an evaluation of nurse aide-related knowledge, skills, and abilities. The examination includes both written and skills evaluation. Program graduates are also eligible for hire within Riverside Health; however, no employment offers can be made until after successful completion of the Nurse Aide Program (VBON regulation 18VAC90-26-20.B.2).

WHAT WE OFFER

- Programs leading to a Nurse Aide Certificate and eligibility for certification as a Certified Nurse Aide
- Full-time Day Option consisting of 6 weeks; occasional evening or weekend hours may be required

- Full-time Evening/Weekend Option consisting of 10 weeks - occasional daytime hours may be required
- Face-to-face theoretical instruction integrated with laboratory simulations and clinical experiences
- Hands-on clinical experience in our modern medical center and long-term care facilities
- Career Planning

PROGRAM LEARNING OUTCOMES

At the completion of NA 100, the student will:

1. Demonstrate proficiency, organization, and timeliness in task performance.
2. Demonstrate knowledge and application of safety principles and procedures while caring for patients.
3. Accept responsibility at all times for own actions.
4. Ensure that all verbal, nonverbal, and written communications are respectful, reliable, accurate, and truthful.
5. Demonstrate respect, understanding, and compassion for patients at all times.
6. Explain the purpose of the National Nurse Aide Assessment Program (NNAAP) Examination.
7. Successfully complete the Mock NNAAP Written Examination.
8. Demonstrate proficiency in all nurse aide skills by successfully completing the Mock NNAAP Skills Examination.
9. Review the steps for applying for the National Nurse Aide Assessment Program (NNAAP) Examination.

TUITION & FEES *Tuition Rates Effective Fall Semester 2024*

FEES APPLICABLE TO ACCEPTED STUDENTS

- Applicant Processing Fee - *waived*
- Background Screening, Drug Testing, Immunization & Medical Records Management Estimate* - \$134.00

** Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.*

TUITION

Tuition	\$700.00
Book Estimate (optional)	\$40.00
Uniform & Shoe Estimate	\$60.00
Credentialing Estimate:	\$140.00

Tuition does not include textbooks, uniforms, credentialing exam, or living expenses. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical placements are randomized, and clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

Nurse Aide Program, continued

PROGRAM ADMISSION REQUIREMENTS

- Applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.
- Preadmission testing not required.
- Prerequisite college course not required.

COURSE DELIVERY METHODS

All courses in this program are delivered on-site.

PROGRAM APPROVED BY:

Virginia Board of Nursing
 Perimeter Center,
 9960 Mayland Drive, Suite 300, Henrico, VA 23233-1463
 804-367-4515
<http://www.dhp.virginia.gov/boards/nursing>



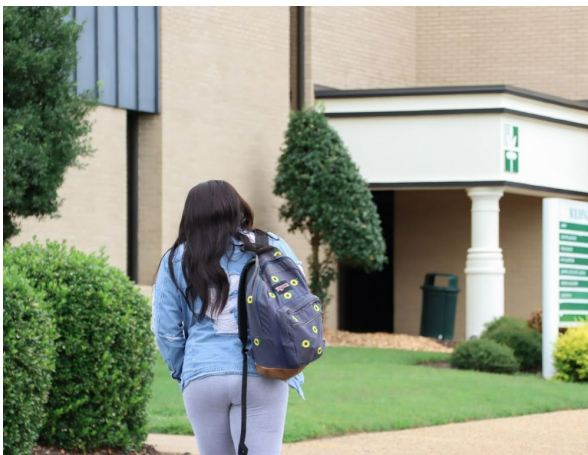
Pictured: Stethoscopes in the Nursing Skills Laboratory

CURRICULUM PLAN

(Course Descriptions begin on page 74)

COURSE <i>Day Division = 6 weeks</i>	A	CS	CE	Total Clock Hours
NA 100 Nurse Aide Education	80	44	50	174
TOTAL HOURS	80	44	50	174

A = Academic Instructional Hour CS = Skills Lab Instructional Hour CE = Clinical Experience Hour



Pictured above left: Student returning to the Library; above right: Students relaxing on campus at lunchtime.

SCHOOL OF ALLIED HEALTH CORE PROGRAMS

THE SCHOOL OF ALLIED HEALTH INCLUDES PROGRAMS IN:

- **Respiratory Care**, Bachelor of Science Degree
- **Physical Therapist Assistant**, Associate of Applied Science Degree
- **Radiologic Technology**, Associate of Applied Science Degree
- **Surgical Technology**, Associate of Applied Science Degree
- **Cardiovascular Technology Program:**
 - **Adult Echocardiography Specialty**, Certificate
 - **Non-Invasive Vascular Specialty**, Certificate

EDUCATIONAL REQUIREMENTS FOR SPECIFIC STATE LICENSING OR CREDENTIALING FOR THE RESPIRATORY CARE, RADIOLOGIC AND SURGICAL TECHNOLOGY PROGRAMS.

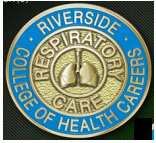
For information on the Physical Therapist Assistant Program, see page 28.

The Programs of the College are designed to meet the educational requirements for licensing or certification that are required for employment. State requirements for credentialing vary; in addition to educational requirements, an agency or board may require additional criteria be met. If you are physically located outside of Virginia, or intend to practice in another state, we encourage you to contact the state board or agency in the state in which you plan to practice for the most complete and up-to-date information pertaining to licensure and certification. Contact information for state licensing agency bodies can be found at CareerOneStop.org.

Pictured clockwise from top right:

- *Faculty demonstration in the Surgical Technology Skills Laboratory*
- *Student in the Radiologic Technology Skills Laboratory*
- *Physical Therapist Assistant performing stretches with a patient*
- *Student donning a mask in the Surgical Technology Skills Laboratory*
- *Students in the Anatomy Laboratory*





Respiratory Care Program

The Respiratory Care Program prepares students to enter the practice of respiratory therapy, working under the direction of a physician. Respiratory Care Practitioners (RCP) assist in the diagnosis, treatment, management, and preventive care of patients with cardiopulmonary problems.

Respiratory Therapists are trained to administer oxygen, manage mechanical ventilators, measure lung function, and administer medications. Most respiratory therapists are employed in acute care hospital settings, long-term ventilator facilities, home care, or outpatient diagnostic laboratories.

The Riverside Respiratory Care Program was established in 2022 as a Bachelor of Science degree program. The program curriculum includes a thorough study of cardiopulmonary anatomy and physiology, pathophysiology, pharmacology for respiratory care, pulmonary diagnostics, and mechanical ventilation. There are 180 skills laboratory hours and 630 clinical hours to assist students to develop the clinical competencies required for practice as a Respiratory Therapist.

WHAT WE OFFER

- Full-time Day option consisting of four 16-week semesters and one 8-week summer semester in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio
- Online general education courses through Geneva College/Portage learning contract agreement

PROGRAM MISSION

The mission of the Respiratory Care Program is to graduate professional, knowledgeable, and competent entry-level respiratory therapists who are prepared to challenge the National Board for Respiratory Care (NBRC) examination to become a registered respiratory therapist and gain employment in the field.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. The courses are designated as either distance (online), residential (on campus) or blended (on campus and online).

PROGRAM GOALS & LEARNING OUTCOMES

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
 - Graduate will demonstrate critical thinking skills with a comprehensive knowledge base (cognitive) to apply respiratory therapy skills in a clinical setting.
 - Graduate will demonstrate the competency in diagnostic and therapeutic procedures (psychomotor) required of a respiratory therapist entering the profession.
 - Graduate will demonstrate professional behavior (affect) that reflects integrity, supports objectivity, and fosters trust in the respiratory therapy profession.
 - Graduate will demonstrate professional and effective oral and written communication skills.
2. To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research, and advanced clinical practice (which may include an area of clinical specialization).
 - Graduate will be prepared to contribute to patient care in a collaborative environment by promoting evidence-based research, and clinical practice guidelines.
 - Graduate will be prepared to promote disease prevention and wellness through patient education.
 - Graduate will demonstrate competence on the proper use and care of respiratory equipment.
 - Graduate will be prepared to pursue graduate education in management, research, or other health care related fields.

GRADUATION REQUIREMENTS

Eligibility for graduation is based upon successful completion of all phases of the course of study. Students must satisfy the following minimum requirements prior to graduation:

- Complete each course with a minimum grade of 80%.
- Complete all General Education co-requisite courses prior to enrollment in Level 5 and submit all official transcript(s) for verification.
- Satisfy all financial obligations to the College, to include tuition, fees, and financial aid exit counseling if applicable.
- Submit Application for Graduation.
- Complete Graduate Exit process.

Respiratory Care, continued

PROGRAMMATIC ACCREDITATION

The RCHS Bachelor of Respiratory Care Program, CoARC program #200648, in Newport News, VA holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com).

This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

Commission on Accreditation for Respiratory Care (CoARC)
264 Precision Blvd., Telford, TN 37690
Phone: 817-283-2835 www.coarc.com

CREDENTIALING

Graduates of the program are eligible to sit for the Therapist Multiple-Choice Examination (TMC) and the Clinical Simulation Examination (CSE) by the National Board for Respiratory Care (NBRC) to become licensed to practice as a Registered Respiratory Therapist (RRT). Application for the examinations is the responsibility of the student and involves additional fees charged by the NBRC. Additional information regarding the Respiratory Therapist examinations may be obtained from:
National Board for Respiratory Care (NBRC)
10801 Mastin Street, Suite 300, Overland Park, KS 66210
Phone: 913-895-4900 info@nbrc.org

ADMISSION REQUIREMENTS: GENERAL EDUCATION PRE- AND CO-REQUISITE COURSES

Completion of the Pre-Allied Health Courses does not guarantee admission to the Respiratory Care Program.

PRE-APPLICATION COURSE REQUIREMENTS*:

English Composition	3 credits	Speech / Communications Elective	3 credits
Anatomy and Physiology I w/Lab**	4 credits	Microbiology w/Lab**	4 credits
Anatomy and Physiology II w/Lab**	4 credits	College Algebra	3 credits
General Chemistry w/Lab	4 credits		

Pre- or Co-Requisite Course Requirements*:

Statistics / Introduction to Statistics	3 credits	Fine Arts / Humanities Electives (2)	6 credits
Physics	3 credits	Essentials of Nutrition	3 credits
Medical Terminology	3 credits	General Electives	13 credits
Psychology	3 credits	GEN 111 Introduction to Healthcare**	1 credit

* All credits are reflected as semester credits. All General Education courses must be 100 college-level or above (no developmental or remedial courses). Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. These courses may be taken in Pre-Allied Health and/or as co-requisites within the RCHS-Geneva/Portage agreement. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES). Cumulative college-level GPA of 3.0 or higher is recommended due to the competitive nature of admissions.

** Anatomy & Physiology and Microbiology courses cannot be substituted with CLEP testing.

TUITION & FEES:

Tuition Rates Effective Fall Semester 2024

\$350 per GEN credit (7)		Pre-Allied Health Courses (59)	\$300 per credit
\$425 per RC credit (54)		Book Estimate	\$1,365
Core Program Tuition*:	\$25,400	Uniform & Shoe Estimate	\$175
Tuition with Prerequisites:	\$43,100	Exam Review	\$435
See pages 53-54 for applicable fees.		Credentialing Estimate	\$390
		ATI Launch Program	\$250

*Core Program Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, uniforms, or living expenses. Textbook, supplies, uniform, and living expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

Respiratory Care Program, continued

CURRICULUM PLAN (Course Descriptions begin on page 74)

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS			
Pre-Application Course Requirements*[∇]:			
English Composition	3 credits	Physics	3 credits
Speech / Communications Elective	3 credits	Psychology (introductory or developmental)	3 credits
General Chemistry w/Lab	4 credits	Statistics / Introduction to Statistics	3 credits
Anatomy and Physiology I & II w/Labs	8 credits	College Algebra	3 credits
Microbiology w/Lab	4 credits	Medical Terminology	3 credits
Pre- or Co-Requisite Course Requirements*[∇]: (Must be completed prior to the final semester.)		Co-Requisite Course Requirements*: (These courses are taught at RCHS.)	
Essentials of Nutrition**	3 credits	GEN 111 Introduction to Healthcare ^B	1 credit
Fine Arts / Humanities Electives (2)**	6 credits	GEN 321 Academic Writing for the Healthcare Professional ^D	3 credits
General Electives**	13 credits	GEN 445 Leadership & Management ^B	3 credits
*All courses must be completed with a grade of "C" or better. [∇] Courses offered through Geneva/Portage – Maximum 58 credits may be taken through Geneva/Portage. General education courses may only apply to one program requirement (i.e., Natural Sciences, Math, Social Sciences, Humanities, etc.) – courses cannot be duplicated to meet elective requirements.			
TOTAL GENERAL EDUCATION COURSE REQUIREMENTS: 66 CREDITS			

LEVEL 1 - 16 Weeks	A	CS	CE	CH
RC 311 Introduction to Respiratory Care ^B	45			3
RC 321 Fundamentals of Respiratory Care	45			3
RC 321L Fundamentals of Respiratory Care Lab		45		1
RC 331 Acid-Base Regulation & ABG Analysis	30			2
GEN 321 Academic Writing for the Health Professional ^D	45			3
TOTAL LEVEL HOURS	172.5	45	0	13
If not previously completed, also include:				
GEN 111 Introduction to Healthcare ^B	7.5		23	1
Total Level Hours	172.5	45	22.5	13

LEVEL 2 - 16 Weeks	A	CS	CE	CH
RC 312 Pharmacology for Respiratory Care ^B	45			3
RC 322 Cardiopulmonary Anatomy & Physiology	45			3
RC 332 Mechanical Ventilation	45			3
RC 332L Mechanical Ventilation Lab		45		1
RC 302C Clinical Practicum I			135	3
TOTAL LEVEL HOURS	135	45	135	13

LEVEL 3 - 8 Weeks	A	CS	CE	CH
RC 313 Cardiopulmonary Pathophysiology ^B	45			3
RC 323 Critical Care Monitoring & Diagnostics	45			3
RC 323L Critical Care Monitoring & Diagnostics Lab		45		1
RC 303C Clinical Practicum II			135	3
TOTAL LEVEL HOURS	90	45	135	10

	Clock Hours	Credits
A = Academic Instructional Hour (Theory)	15	1
CS = Clinical Skills Lab Instructional Hour	45	1
CE = Clinical Experience Hour	45	1
CH = Credit Hour		

LEVEL 4 - 16 Weeks	A	CS	CE	CH
RC 424 Neonatal & Pediatric Respiratory Care	45			3
RC 424L Neonatal & Pediatric Respiratory Care Lab		45		1
RC 434 Respiratory Therapy for Special Populations ^B	30			2
RC 414 Pulmonary Diagnostics	30			2
RC 404C Clinical Practicum III			180	4
TOTAL LEVEL HOURS	105	45	180	12

LEVEL 5 - 16 Weeks	A	CS	CE	CH
RC 415 Fundamentals of Respiratory Care Research & Current Trends ^B	45			3
RC 425 Professional Seminar / Capstone	45			3
RC 405C Clinical Practicum IV			67.5	1.5
RC 435C Clinical Practicum V			112.5	2.5
GEN 445 Leadership & Management in Healthcare ^B	45			3
TOTAL LEVEL HOURS	135	0	180	13

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	945	59
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	<i>Included below</i>	7
RC Program Hours – Theory	637.5	36
RC Program Hours – Lab	180	4
RC Program Hours – Clinical	652.5	14
Total RC Program Hours	2415	54
TOTAL RCHS VS RC CURRICULUM CREDIT HOURS		120

All courses are residential (taught on campus) unless noted as below:
^B Blended/Hybrid course ^D Distance Course



Physical Therapist Assistant Program

A Physical Therapist Assistant (PTA) is an essential partner in the treatment of patients with movement impairments related to injury or illness as well as preventative wellness programs. Under the direction of a licensed Physical Therapist, the PTA may provide therapies with the goal of improving mobility, relieving pain, and/or the prevention of further injury. Physical Therapist Assistants enjoy the ability to work in a variety of practice settings including hospitals, private practices, nursing homes, rehabilitation centers, schools, and out-patient settings. Physical Therapist Assistants may choose to further their education in a variety of related fields such as Physical Therapy, Biology, Athletic Training, Exercise Physiology, Chiropractic, Massage Therapy, Education, Physician Assistant, etc.

The Riverside Physical Therapist Assistant Program was established in 2012. Graduates of the program are eligible to take a national examination from the Federation of State Boards of Physical Therapy (FSBPT) to become a licensed Physical Therapist Assistant.

WHAT WE OFFER

- Program leading to an Associates of Applied Science Degree in Physical Therapist Assistant
- Full-time Day Option consisting of four 16-week semesters and one 4-week summer semester (68 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission courses - occasional evening and weekend hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Online general education courses through Geneva College / Portage Learning contract agreement.

PROGRAM MISSION

The mission of the Physical Therapist Assistant Program is to graduate competent, entry-level physical therapist assistants who are prepared to challenge the National Physical Therapy Examination and meet the growing therapy employment needs of the health system and the community.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses

will have academic requirements which must be completed online prior to coming to class.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will effectively apply their knowledge of basic Physical Therapy skills in the clinical setting.
 - Students will identify the unique characteristics of various Physical Therapy settings.
2. Students will demonstrate communication skills.
 - Students will work as collaborative members of the healthcare team.
 - Students will demonstrate oral and written communication skills.
3. Students will develop critical thinking skills.
 - Students will demonstrate adaptation of standard treatments for the patient's unique needs.
 - Students will identify and communicate problems or concerns related to the patient's care to the supervising Physical Therapist.
4. Students will model professionalism.
 - Students will demonstrate ethical behavior in class, laboratory, and clinical practice.
 - Students will summarize the value of professional growth and lifelong learning.
 - Students will demonstrate personal involvement in both service to the community and the Physical Therapy profession.

EDUCATIONAL REQUIREMENTS FOR SPECIFIC STATE LICENSING

The Program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

Physical Therapist Assistant Program, continued

PROGRAM ADMISSION REQUIREMENTS

Completion of the Pre-Allied Health Courses does not guarantee admission to the Physical Therapist Assistant Program.

PRE-APPLICATION COURSE REQUIREMENTS*:

Anatomy and Physiology I w/Lab**	4 credits
English Composition	3 credits
College Math (any 100-level or higher)	3 credits

For a list of additional Pre- or Co-Requisite courses, see the Curriculum Plan, page 41.

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES)

** Anatomy & Physiology course cannot be substituted with CLEP testing.

- Preadmission testing required. See Application Procedures for information on ATI TEAS testing.
- Applicants must have completed the Anatomy & Physiology w/Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed.
- Psychology and Medical Terminology must be completed prior to matriculation.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- Prospective students for the Physical Therapist Assistant Program with prior criminal offenses are urged to contact the Virginia Board of Physical Therapy (VBOPT) to verify eligibility for licensure and employment in Virginia.

TUITION & FEES

Tuition Rates Effective Fall Semester 2024

\$350 per GEN credit (6)

\$450 per PTA credit (54)

\$300 per Geneva credit (6)

Core Program Tuition: \$28,200

Tuition with Prerequisites: \$33,000

Pre-Allied Health Courses (16) \$300 per credit

Book Estimate \$1,405

Uniform & Shoe Estimate \$150

Credentialing Estimate \$700

ATI Launch Program (if assigned) \$250

See pages 53-54 for applicable fees.

Core Program Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, uniforms, or living expenses. These expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. This may include clinical sites in Richmond, Tappahannock, and Franklin. Clinical placements are randomized, and clinical site requirements

may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

PROGRAMMATIC ACCREDITATION

The Physical Therapist Assistant Program at Riverside College of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program or institution directly, please call 757-240-2200 or email admissions@rivhs.com. The Program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following: CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

CREDENTIALING

Graduates of the program are eligible to sit for the National Physical Therapy Examination (NPTE) by the Federation of State Boards of Physical Therapy (FSBPT) to become licensed to practice as a Physical Therapist Assistant. Application for the exam is the responsibility of the student and involves additional fees charged by the FSBPT. Additional information regarding the PTA exam may be obtained from:

FSBPT

124 West Street South, Third Floor, Alexandria, VA 22314

Phone: 703-229-3100 www.fsbpt.org

To practice as a Physical Therapist Assistant in the State of Virginia, individuals must apply for a licensure from the Virginia Board of Physical Therapy (VBOPT). Application for licensure is the responsibility of the student and involves additional fees charged by VBOPT. Additional information regarding PTA licensure may be obtained from:

Department of Health Professions, Board of Physical Therapy

Perimeter Center, 9960 Mayland Drive, Suite 300,

Henrico, Virginia 23233-1463

Phone: 804-367-4674 www.dhp.virginia.gov/PhysicalTherapy

Physical Therapist Assistant Program, continued

CURRICULUM PLAN (Course Descriptions begin on page 74)

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS			
Pre-Application Course Requirements*		<i>Must be completed prior to application submission.</i>	
College English	3 credits	College Math	3 credits
Anatomy & Physiology I with Lab	4 credits		
Pre-Matriculation Course Requirements*		<i>Must be completed before the first day of the core program.</i>	
Psychology (Intro, General, or Developmental)	3 credits	Medical Terminology	3 credits
Pre- or Co-Requisite Course Requirements*		<i>Must be completed before program start or as specified in plan below.</i>	
Physics	3 credits	GEN 141 A&P for the Allied Health Professional	4 credit
Ethics	3 credits	GEN 141L A&P for the Allied Health Professional Lab	1 credit
GEN 111 Introduction to Healthcare**	1 credit		
<i>*All courses must be completed with a grade of "C" or better. **Taught by RCHS</i>			
TOTAL GENERAL EDUCATION COURSE REQUIREMENTS: 28 CREDITS			

LEVEL 1 – 16 weeks	A	CS	CE	CH
GEN 141 A&P for the Allied Health Professional	60			4
GEN 141L A&P for the Allied Health Prof Lab		45		1
PTA 111 Introduction to Physical Therapy	30			2
PTA 191 Seminar ^D	30			2
PTA 141 Patient Care Skills for the PTA	30			2
PTA 141L Patient Care Skills for the PTA Lab		67.5		1.5
TOTAL LEVEL HOURS	150	112.5	0	12.5
If not previously completed, also include:				
GEN 111 Introduction to Healthcare ^B	7.5		22.5	1
Physics	45			3
Total Level Hours	202.5	112.5	22.5	16.5

LEVEL 2 – 16 weeks	A	CS	CE	CH
PTA 132 Documentation ^B	30			2.0
PTA 152 Kinesiology	45			3.0
PTA 152L Kinesiology Lab		135		3.0
PTA 162 Therapeutic Modalities	67.5			4.5
PTA 162L Therapeutic Modalities Lab		90		2.0
TOTAL LEVEL HOURS	142.5	225	0	14.5
If not previously completed, also include:				
Ethics	45			3.0
Total Level Hours	45	0	0	17.5

LEVEL 3 – 4 weeks	A	CS	CE	CH
PTA 243 Cardiopulmonary PT	30			2.0
PTA 243L Cardiopulmonary PT Lab		45		1.0
TOTAL LEVEL HOURS	30	45	0	3.0

LEVEL 4 – 16 weeks	A	CS	CE	CH
PTA 234 Musculoskeletal PT	45			3
PTA 234L Musculoskeletal PT Lab		67.5		1.5
PTA 244 Neuromuscular PT	45			3
PTA 244L Neuromuscular PT Lab		67.5		1.5
PTA 235 Comprehensive Patient Care ^B	30			2
PTA 200 Clinical Orientation	7.5			0.5
PTA 201C Clinical Education I – 4 weeks			160	3.5
TOTAL LEVEL HOURS	127.5	135	160	15

LEVEL 5 – 16 weeks	A	CS	CE	CH
PTA 202C Clinical Education II*			240	5
PTA 203C Clinical Education III**			320	7
PTA 300 PTA Capstone ^B	30			2
TOTAL LEVEL HOURS	30	0	560	14

*6-weeks: PTA 202C follows successful completion of all Level 4 courses.

**8 weeks: PTA 203C follows successful completion of PTA 202C.

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	345	22
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	<i>Included below</i>	6
Core Program Hours – Theory	487.5	32.5
Core Program Hours – Skills Lab	517.5	11.5
Core Program Hours - Clinical	742.5	16
Total PTA Program Hours	2092.50	54
Total Physical Therapist Assistant Credits		82

A = Academic Instructional Hour (Theory)	Clock Hours	Credits
CS = Clinical Skills Lab Instructional Hour	15	1
CE = Clinical Experience Hour	45	1
CH = Credit Hour	45	1

All courses are residential (taught on campus) unless noted as below:

^B Blended/Hybrid course ^D Distance Course



Radiologic Technology Program

A Radiologic Technologist (RT) is an essential partner in the diagnostic area of healthcare who produces images of the human body for use in diagnosing medical problems.

The RT educates patients by explaining procedures and obtaining consents before positioning each patient to obtain satisfactory radiographs of the appropriate parts of the body. In addition, Radiologic Technologists keep patient records and adjust and maintain equipment.

With experience and additional training, Radiologic Technologists may become specialists, performing mammography, CT scanning, angiography, magnetic resonance imaging, and ultrasound exams as well as other imaging modalities.

The Riverside School of Radiologic Technology was established in 1964. Program graduates are eligible to apply for examination to the American Registry of Radiologic Technologists (ARRT). Application for the National Certification Exam is the responsibility of the student and involves additional fees charged by the ARRT.

WHAT WE OFFER

- Program leading to an Associate of Applied Science Degree in Radiologic Technology
- Full-time Day option consisting of four 16-week semesters and one 8-week summer semester (72 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission courses.



Pictured: One of the Radiologic Technology Skills Laboratories

- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Online general education courses through Geneva College / Portage Learning contract agreement.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will demonstrate appropriate positioning skills.
 - Students will demonstrate appropriate use of radiation safety.
2. Students will demonstrate communication skills.
 - Students will demonstrate effective oral communication skills with patients.
 - Students will demonstrate effective written communication.
3. Students will develop critical thinking skills.
 - Students will evaluate and critique radiographic images.
 - Students will perform non-routine procedures.
4. Students will model professionalism.
 - Students will demonstrate ethical decision-making.
 - Students will demonstrate professional behavior.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

PROGRAM MISSION

The mission of the Radiologic Technology Program is to graduate competent, entry-level Radiologic Technologists who are prepared to challenge the ARRT National Certification Examination and gain employment in the field of Radiology or Medical Imaging.

Radiologic Technology Program, continued

ARRT ETHICS PRE-APPLICATION REVIEW

Prospective students are urged to review the American Registry of Radiologic Technologists (ARRT) *Ethics Pre-Application Review* prior to starting any radiologic technology education program. This document is available at: <https://www.arrt.org>. This evaluation is a process for an early ethics review of criminal offenses that would otherwise need to be reported with your Application for Certification when you have completed an ARRT-recognized education program. Ethics offenses could negate eligibility for the ARRT National Certification Exam. All offenses must be reported regardless of how long ago they were committed. Exceptions are offenses committed while a juvenile and processed in the juvenile court system; traffic violations which did not involve drugs or alcohol; charges that were dismissed if there were no court conditions required for the dismissal.

STUDENT PREGNANCY

A student is not considered pregnant until such time as they declare themselves to be so. It is the choice of the student who is (or becomes) pregnant during the program as to when and if she will notify the Program Director and the Radiation Safety Officer. Notifications of declaration or withdrawal of declaration must be made in writing. Declared pregnant students have several options.

After consultation with, and the approval of the Clinical Coordinator and the Program Director, they may:

1. Continue with didactic and clinical education uninterrupted.
2. Request a leave of absence (LOA) for birth and convalescence. (Approval of LOA requires that a student's financial account is fully paid and up-to-date.)
3. Withdraw from didactic and/or clinical education and be reinstated in the next class. (Requires that the student is in good standing and there is an opening.)
4. Request an incomplete (I) grade in course(s) the student is unable to complete due to pregnancy. (All incomplete course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester. If the course work is not completed within the allotted time frame, the "I" grade automatically become an "F".)

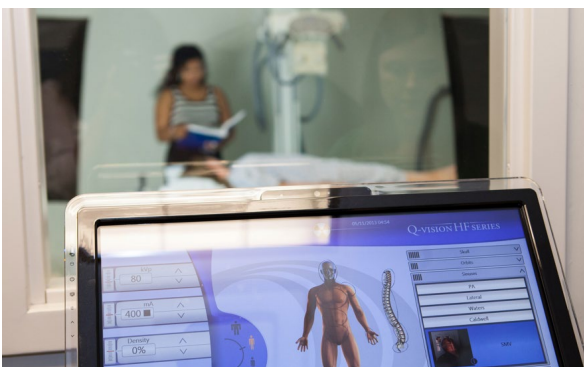
It is the policy of the College to follow Riverside Health's Radiation Safety Program manual (available in the Program Director's office for review) on restricting the radiation dose received by the embryo or fetus of the declared pregnant student to internationally accepted limits. Additional information related to radiation safety for all accepted Radiologic Technology Program students will be provided upon enrollment.



Pictured left: One of the Radiologic Technology Skills Laboratories.

Pictured below left: Student in one of the Radiologic Technology Skills Laboratories

Pictured below right: Students reviewing a radiograph.



Radiologic Technology Program, continued

PROGRAM ADMISSION REQUIREMENTS

Completion of the Pre-Allied Health Courses does not guarantee admission to the Radiologic Technology Program.

PRE-APPLICATION COURSE REQUIREMENTS*:

Anatomy and Physiology w/Lab**	4 credits
English Composition	3 credits
College Math (any 100-level or higher)	3 credits

For a list of additional Pre- or Co-Requisite courses, see the Curriculum Plan, page 49.

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. These courses may be taken in Pre-Allied Health and/or as co-requisites within the RCHS-Geneva/Portage agreement. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES).

**Anatomy & Physiology course cannot be substituted with CLEP testing.

- Preadmission testing required. See Application Procedures for information on ATI TEAS testing.
- Applicants must have completed the Anatomy & Physiology w/Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed.
- Psychology and Medical Terminology must be completed prior to matriculation.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- Prospective students for the Radiologic Technology Program are urged to review the American Registry of Radiologic Technologists (ARRT) [Ethics Pre-Application Review](#) prior to starting any radiologic technology program.

PROGRAMMATIC ACCREDITATION

The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Ste. 2850
Chicago, IL 60606-3182
312-704-5300



CREDENTIALING

Program graduates are eligible to apply for examination to the American Registry of Radiologic Technologists (ARRT). Application for the National certification exam is the responsibility of the student and involves additional fees charged by the ARRT. Additional information regarding the registry may be obtained from:

American Registry of Radiologic Technologists (ARRT)
1255 Northland Drive, St. Paul, MN 55120
651-687-0048 www.arrt.org

TUITION & FEES *Tuition Rates Effective Fall Semester 2024*

\$350 per GEN credit (6)		Pre-Allied Health Courses (16)	\$300 per credit
\$425 per RAD credit (57.5)		Book Estimate	\$1,405
\$300 per Geneva credit (6)		Uniform & Shoe Estimate	\$150
Core Program Tuition:	\$28,337.50	Credentialing Estimate	\$225
Tuition with Prerequisites:	\$33,137.50	ATI Launch Program	\$250
		See pages 53-54 for applicable fees.	

Core Program Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, uniforms, or living expenses. These expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical placements are randomized, and clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

Radiologic Technology Program, continued

CURRICULUM PLAN (Course Descriptions begin on page 74)

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS			
Pre-Application Course Requirements* <i>Must be completed prior to application submission.</i>			
College English	3 credits	College Math	3 credits
Anatomy & Physiology I with Lab	4 credits		
Pre-Matriculation Course Requirements* <i>Must be completed before the first day of the core program.</i>			
Psychology (Intro, General, or Developmental)	3 credits	Medical Terminology	3 credits
Pre- or Co-Requisite Course Requirements* <i>Must be completed before program start or as specified in plan below.</i>			
Physics	3 credits	GEN 141 A&P for the Allied Health Professional	4 credits
Ethics	3 credits	GEN 141L A&P for the Allied Health Professional Lab	1 credit
GEN 111 Introduction to Healthcare**	1 credit		
<i>*All courses must be completed with a grade of "C" or better. **Taught by RCHS</i>			
TOTAL GENERAL EDUCATION COURSE REQUIREMENTS: 28 CREDITS			

LEVEL 1 – 16 weeks	A	CS	CE	CH
GEN 141 A&P for Allied Health Professionals	60			4
GEN 141L A&P for Allied Health Prof-Lab		45		1
RAD 111 Intro to Radiologic Technology	30			2
RAD 111L Intro to Radiologic Technology Lab		45		1
RAD 121 Patient Care	45			3
TOTAL LEVEL HOURS	135	90	0	11
If not previously completed, also include:				
GEN 111 Introduction to Healthcare*	7.5		22.5	1
Physics	45			3
Total Level Hours	187.5	90	22.5	15

LEVEL 2 – 16 weeks	A	CS	CE	CH
RAD 112 Radiologic Procedures I	67.5			4.5
RAD 112L Radiologic Procedures I Lab		45		1
RAD 152 Radiation Physics & Equipment I	45			3
RAD 102C Clinical Orientation			112.5	2.5
RAD 182 Imaging Modalities	30			2
RAD 182C Imaging Modalities Clinical			22.5	0.5
TOTAL LEVEL HOURS	142.5	45	135	13.5
If not previously completed, also include:				
Ethics	45			3
Total Level Hours	187.5	45	135	16.5

LEVEL 3 – 8 weeks	A	CS	CE	CH
RAD 113 Radiologic Procedures II	45			3.0
RAD 113L Radiologic Procedures II Lab		45		1.0
RAD 103C Clinical Education I			135	3.0
TOTAL LEVEL HOURS	45	45	135	7.0

LEVEL 4 – 16 weeks	A	CS	CE	CH
RAD 214 Radiologic Procedures III	52.5			3.5
RAD 214L Radiologic Procedures III Lab		22.5		0.5
RAD 274 Image Analysis & QC I	15			1.0
RAD 254 Radiation Physics & Equipment II	45			3.0
RAD 204C Clinical Education II			315	7.0
TOTAL LEVEL HOURS	112.5	22.5	315	15.0

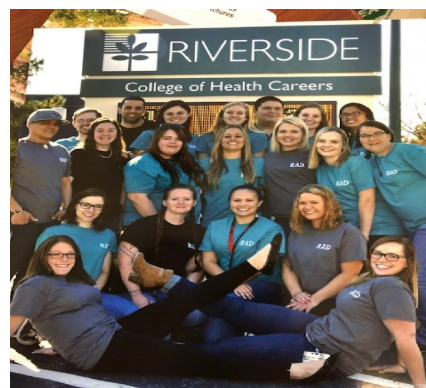
LEVEL 5 – 16 weeks	A	CS	CE	CH
RAD 275 Image Analysis & QC II	15			1.0
RAD 255 Radiation Biology & Protection	30			2.0
RAD 205C Clinical Education III ^B			360	8.0
RAD 300 Capstone Review	75			5.0
TOTAL LEVEL HOURS	120	0	360	16.0

PROGRAM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	345	22.0
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below	6.0
Core Program Hours – Theory	562.5	37.5
Core Program Hours – Skills Lab	202.5	4.5
Core Program Hours - Clinical	967.5	21.5
Total Radiologic Technology Program Hours	2077.50	57.5
Total Radiologic Technology Credits		85.5

All courses are residential (taught on campus) unless noted as below:

^B Blended/Hybrid course ^D Distance Course

	Clock Hours	Credits
A = Academic Instructional Hour (Theory)	15	1
CS = Clinical Skills Lab Instructional Hour	45	1
CE = Clinical Experience Hour	45	1
CH = Credit Hour		



Pictured: A group of Radiologic Technology students.



Surgical Technology Program

The Riverside School of Surgical Technology was established in 1969. The

Surgical Technologist is an operating room specialist who performs specific duties for pre-, intra-, and postoperative case management. Surgical Technologists must be knowledgeable in asepsis and sterile technique, and must be able to properly care for instrumentation, equipment, and supplies. Education includes the following: basic sciences: microbiology, anatomy and physiology, pathophysiology, and surgical pharmacology. Additionally, this education includes: surgical procedures, case management, wound care and closure, surgical patient care, and safety.

Preoperative case management duties include operating room preparation, gathering of supplies and equipment, case set-up, and preparation of the operative site with sterile drapes. Intraoperative case management duties include maintenance of the sterile field, passing instruments and medications to the surgeon and assistant, specimen care, and application of wound dressings. Postoperative case management duties include care and maintenance of equipment and instruments after use, and preparation of the operating room for the next procedure. Surgical Technologists' employment includes hospital operating rooms, central sterile processing departments, out-patient surgical units, medical companies as sales representatives, physicians in private practice, cardiac catheterization units, or endoscopic departments.

Students in their last semester are required to take the National Certification Examination for Surgical Technologists to become Certified Surgical Technologists. Application and fees for the certification exam are included in the tuition.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed prior to coming to class.

WHAT WE OFFER

- Program leading to an Associate of Applied Science Degree in Surgical Technology
- Full-time Day option consisting of four 16-week semesters and one 8-week summer semester (72 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience

- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio
- Online general education courses through Geneva College / Portage Learning contract agreement

PROGRAM MISSION

The mission of the Surgical Technology Program is to graduate competent, entry-level Surgical Technologists who are educated in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and prepared to challenge the National Examination for the Certified Surgical Technologist.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will apply principles of asepsis in the establishment and maintenance of a sterile field.
 - Students will demonstrate knowledge of the sequence of steps in specific surgical procedures.
 - Students will demonstrate the appropriate mechanism for handling and passing various surgical instruments, supplies, and equipment.
2. Students will demonstrate communication skills.
 - Students will demonstrate effective oral communication skills with patients.
 - Students will demonstrate effective communication with the surgical team.
3. Students will develop critical thinking skills.
 - Students will anticipate and respond to needs of the surgical team in a calm and timely manner.
 - Students will demonstrate how to prepare for surgical procedures based on normal and abnormal patient anatomy.
4. Students will model professionalism.
 - Students will demonstrate ethical decision-making.
 - Students will demonstrate professional behavior.



Pictured: A group of students.

Surgical Technology Program, continued

STUDENT PREGNANCY

A student is not considered pregnant until such time as they declare themselves to be so. It is the choice of the student who is (or becomes) pregnant during the program as to when and if she will notify the Program Director and the Radiation Safety Officer. Notifications of declaration or withdrawal of declaration must be made in writing. Declared pregnant students have several options. After consultation with, and the approval of the Program Director, they may:

1. Continue with didactic and clinical education uninterrupted.
2. Request a leave of absence (LOA) for birth and convalescence. (Approval of LOA requires that a student's financial account is fully paid and up to date.)
3. Withdraw from didactic and/or clinical education and be reinstated in the next class. (Requires that the student is in good standing and there is an opening.)
4. Request an incomplete (I) grade in course(s) the student is unable to complete due to pregnancy. (All incomplete course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester. If the course work is not completed within the allotted time frame, the "I" grade automatically become an "F".)

It is the policy of the College to follow Riverside Health's Radiation Safety Program manual (available in the Program Director's office for review) on restricting the radiation dose received by the embryo or fetus of the declared pregnant student to internationally accepted limits. Additional information related to radiation safety for all accepted Surgical Technology Program students will be provided upon enrollment.

PROGRAM ADMISSION REQUIREMENTS

Completion of the Pre-Allied Health Courses does not guarantee admission to the Surgical Technology Program.

PREREQUISITE COURSE REQUIREMENTS*:

Anatomy and Physiology w/Lab**	4 credits
English Composition	3 credits
College Math (any 100-level or higher)	3 credits

For additional Pre- or Co-requisite courses, see the curriculum plan on page 38.

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. These courses may be taken in Pre-Allied Health and/or as co-requisites within the RCHS-Geneva/Portage agreement. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES)

**Anatomy & Physiology course cannot be substituted with CLEP testing.

- Preadmission testing required. See Application Procedures for information on ATI TEAS testing.
- Applicants must have completed the Anatomy & Physiology w/Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed.
- Psychology and Medical Terminology must be completed prior to matriculation.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.

TUITION & FEES

Tuition Rates Effective Fall Semester 2024

\$300 per Geneva credit (6)	
\$350 per GEN credit (6)	
\$375 per SUR credit (53.5)	
Core Program Tuition:	\$23,962.50
Tuition w/ Pre-requisites:	\$28,762.50
Pre-Allied Health Courses (16)	\$300 per credit
Book Estimate	\$741
Uniform & Shoe Estimate	\$50
Credentialing Estimate	First attempt included
ATI Launch Program	\$250
See pages 53-54 for applicable fees.	

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical placements are randomized, and clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

Core Program Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, uniforms, or living expenses. These expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Surgical Technology Program, continued

PROGRAMMATIC ACCREDITATION

The Surgical Technology Program at Riverside College of Health Sciences is accreditation by the Commission on Accreditation of Allied Health Programs (www.caahep.org) upon recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting.

Commission on Accreditation of Allied Health Education Program
9355 113th St N, #7709, Seminole, FL 33775
727-210-2350 www.caahep.org



Accreditation Review Council on Education in Surgical
Technology and Surgical Assisting (ARC/STSA)
19751 East Mainstreet, Suite #339 Parker, CO 80138
303-694-9262 www.arcstsa.org



CREDENTIALING

Students in their last semester are required to take the National Certifying Examination for Surgical Technologists. Application and fees for the certification exam are included in the tuition. Past program graduates taking the National Certifying Examination for Surgical Technologists are responsible for the application and fee. Further information may be obtained from:

National Board of Surgical Technology and Surgical Assisting
(NBSTSA)
3 West Dry Creek Circle, Littleton, CO 80120
800-707-0057 FAX 303-325-2536 www.nbstsa.org



Pictured in the Surgical Technology Laboratory from top right: Faculty demonstrating a surgical procedure setup; students learning surgical instruments; surgical technology student.

Surgical Technology Program, continued

CURRICULUM PLAN (Course Descriptions begin on page 74)

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS			
Pre-Application Course Requirements* Must be completed prior to application submission.			
College English	3 credits	College Math	3 credits
Anatomy & Physiology I with Lab	4 credits		
Pre-Matriculation Course Requirements* Must be completed before the first day of the core program.			
Psychology (Intro, General, or Developmental)	3 credits	Medical Terminology	3 credits
Pre- or Co-Requisite Course Requirements* Must be completed before program start or as specified in plan below.			
Physics	3 credits	GEN 141 A&P for the Allied Health Professional	4 credit
Ethics	3 credits	GEN 141L A&P for the Allied Health Professional Lab	1 credit
GEN 111 Introduction to Healthcare**	1 credit		
*All courses must be completed with a grade of "C" or better. **Taught by RCHS			
TOTAL GENERAL EDUCATION COURSE REQUIREMENTS: 28 CREDITS			

LEVEL 1 – 16 weeks	A	CS	CE	CH
5GEN 141 A&P for the Allied Health Professional	60			4
GEN 141L A&P for the Allied Health Prof-Lab		45		1
SUR 111 Introduction to Surgical Technology	60			4
SUR 111L Introduction to Surgical Technology Lab		45		1
TOTAL LEVEL HOURS	120	90	0	10
If not previously completed, also include:				
GEN 111 Introduction to Healthcare ^B	7.5		22.5	1
Physics	45			3
Total Level Hours	172.5	90	22.5	14

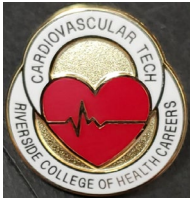
LEVEL 2 – 16 weeks	A	CS	CE	CH
SUR 122 Surgical Techniques	90			6
SUR 122L Surgical Techniques Lab		90		2
SUR 143 Pharmacology	45			3
SUR 102C Introduction to Clinical Education			45	1
TOTAL LEVEL HOURS	135	90	45	12
If not previously completed, also include:				
Ethics	45			3
Total Level Hours	180	90	45	15

LEVEL 3 – 8 weeks	A	CS	CE	CH
SUR 133 Surgical Procedures I	45			3
SUR 133L Surgical Procedures I		45		1
SUR 103C Clinical Education I			135	3
TOTAL LEVEL HOURS	45	45	135	7

LEVEL 4 – 16 weeks	A	CS	CE	CH
SUR 234 Surgical Procedures II	75			5
SUR 234L Surgical Procedures II Lab		45		1
SUR 254 Microbiology for the Surgical Tech	30			2
SUR 204C Clinical Education II			270	6
TOTAL LEVEL HOURS	105	45	270	14

LEVEL 5 – 16 weeks	A	CS	CE	CH
SUR 235 Surgical Procedures III	45			3.0
SUR 235L Surgical Procedures III Lab		22.5		0.5
SUR 205C Clinical Education III			405	9.0
SUR 300 Certification Exam Preparation	45			3.0
TOTAL LEVEL HOURS	90	22.5	405	15.5

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	345	22
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below	6
Core Program Hours – Theory	502.5	33.5
Core Program Hours – Skills Lab	292.5	6.5
Core Program Hours - Clinical	877.5	19.5
Total Surgical Technology Program Hours	2017.5	53.5
Total Surgical Technology Credits		81.5



Cardiovascular Technology Program (CVT)

Cardiovascular Technology consists of multiple specialties within the profession: adult echocardiography, non-invasive vascular technology, invasive cardiovascular technology, pediatric echocardiography, and cardiac electrophysiology. Members in the Cardiovascular Technology profession work with physicians in the diagnosis and treatment of cardiovascular disease.

The Adult Echocardiographer performs cardiac ultrasounds, exercise and pharmacologic stress testing, and assists with transesophageal, intra-cardiac and intra-operative procedures to provide physicians with the analytical information needed for diagnosis and treatment. The Non-Invasive Vascular technologist performs ultrasounds of the arteries and veins in the extremities, head, neck, and abdomen to provide physicians with the analytical information need for a diagnosis and treatment.

The Riverside Cardiovascular Technology Program was established in 2021 as a one-year certificate program. The program curriculum includes a thorough study of ultrasound physics, skills laboratory time, and over 800 hours of clinical practice.

WHAT WE OFFER

- Two CVT Specialties – Adult Echocardiography & Non-Invasive Vascular Sonography
- Full-time Day option consisting of two 14-week semesters and one 12-week semester (40 total weeks – 1 academic year) in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. The courses are designated as either distance (online), residential (on campus) or blended (on campus and online).

CLINICAL WORK DURING ENROLLMENT

The College recognizes a student's right to attain employment. Enrolled students who are employed may not represent themselves as students during hours of employment. They may not wear their student uniform or student identification badge.

ADMISSION REQUIREMENTS

PREREQUISITE COURSE REQUIREMENTS*:

All prerequisite courses must be completed before a formal application can be submitted & reviewed.

Anatomy and Physiology I & II w/Lab**	8 credits
College Math (any 100-level or higher)	3 credits
English Composition	3 credits
Psychology General, Introduction, or Developmental	3 credits
General or Conceptual Physics	3 credits
Medical Terminology	3 credits

* *All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES).*

** *Anatomy & Physiology course cannot be substituted with CLEP testing.*

- The applicant must hold an Associate degree.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- Cumulative college-level GPA of 2.5 or higher recommended
- Completion of a Healthcare Certification Program with evidence of certification or licensure as applicable that is current within the last five years. Healthcare Certification Program with direct patient care experience preferred.
- Prospective students with prior criminal offenses are urged to contact the American Registry for Diagnostic Medical Sonographers (ARDMS) Compliance Policies and/or contact ARDMS to verify eligibility for obtaining credentials.
- Students currently enrolled in a health-related program may submit an application provided they are in good standing and expected to graduate before the first scheduled day of the Cardiovascular Technology Program.

Cardiovascular Technology Program (CVT), continued

PROGRAMMATIC ACCREDITATION

The Cardiovascular Technology Programs at Riverside College of Health Sciences are accredited by the Commission on Accreditation of Allied Health Programs (www.caahep.org) upon recommendation of the Joint Review Committee in Cardiovascular Technology.

Commission on Accreditation of Allied Health
Education Programs
9355 113th St N, #7709, Seminole, FL 33775
727-210-2350 www.caahep.org

Joint Review Committee on Education in Cardiovascular
Technology
355 Hartford Avenue West, Uxbridge, MA 01569
978-456-5594 www.jrccvt.org

CREDENTIALING

Students are required to challenge the Sonography Principles and Instrumentation (SPI) Examination and the Adult Echocardiography (AE) Examination or Vascular Technology (VT) Examination with the American Registry of Diagnostic Medical Sonography (ARDMS) prior to graduation. Further information may be obtained from:

American Registry of Diagnostic Medical Sonography (ARDMS)
1401 Rockville Pike, Suite 600, Rockville, MD 20852-1402
800-541-9754 FAX 301-738-0312 www.ardms.org 930

TUITION AND FEES

Tuition rates effective fall semester 2023.

Clock-Hour based Flat Rate per Payment Period

Payment Period 1:	\$6,930
Payment Period 2:	\$6,930
Core Program Tuition	\$13,860
Book Estimate	\$575
Uniform & Shoe Estimate	\$150
Supplies Estimate	\$50
Credentialing Estimate	<i>First attempt included in tuition</i>

See pages 53-54 for applicable fees.

Core Program Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, uniforms, or living expenses. Textbook, supplies, uniform, and living expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements

Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical placements are randomized, and clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.



Pictured left: Students in the Cardiovascular Technology Laboratory

CVT: Adult Echocardiography Specialty

PROGRAM GOALS:

The mission of the Cardiovascular Technology Program – Adult Echocardiography Specialty is to prepare competent, entry-level Cardiovascular Technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult echocardiography.

STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will perform echocardiograms and accurately complete preliminary report.
 - Students will recognize normal from abnormal echocardiograms.
2. Students will appropriately respond to emergent situations. Students will demonstrate communication skills.
 - Students will identify the diversity of patients and communicate appropriately.
3. Students will implement critical thinking skills.
 - Students will integrate the individual needs of each patient based on their medical history and physician's order into the study being performed.
 - Students will incorporate their knowledge of ultrasound and cardiac pathology by modifying study being performed as required by protocol.
4. Students will model professionalism.
 - Students will participate in the care of the patient as a member of a collaborative healthcare team.
 - Students will display professionalism in relationships with physicians, team members, and the public.
 - Students will display ethical behavior and comply with patient privacy laws.

CURRICULUM PLAN *(Course Descriptions begin on page 74)*

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

1 st PAYMENT PERIOD for Financial Aid				
LEVEL 1	A	CS	CE	CH
CVT 311 Introduction to CVT ^D	15			15
CVT 321 Cardiovascular Physiology ^B	30			30
ECH 331 ECHO Technology I	60			60
ECH 331L ECHO Technology I Lab		60		60
CVT 341 Acoustic or Ultrasound Physics	45			45
TOTAL LEVEL HOURS	150	60	0	210

LEVEL 2	A	CS	CE	CH
ECH 332 ECHO Technology II	30			30
ECH 332L ECHO Technology II Lab		30		30
ECH 302C ECHO Clinical I			415	415
TOTAL LEVEL HOURS	30	30	415	475
Total Hours for Payment Period	180	90	415	685

2 nd PAYMENT PERIOD for Financial Aid				
LEVEL 3	A	CS	CE	CH
ECH 303C ECHO Clinical II			440	440
ECH 399 Capstone	30			30
TOTAL LEVEL HOURS	30	0	440	470
Total Hours for Payment Period	30	0	440	470

All courses are residential (taught on campus) unless noted as below:

^B Blended/Hybrid course ^D Distance Course

	Clock Hours	Credits
A = Academic Instructional Hour (Theory)	15	1
CS = Clinical Skills Lab Instructional Hour	45	1
CE = Clinical Experience Hour	45	1
CH = Clock Hour		

CURRICULUM SUMMARY	Total Clock Hours
ECHO Program Hours - Theory	210
ECHO Program Hours - Lab	90
ECHO Program Hours - Clinical	855
TOTAL PROGRAM HOURS	1155



Pictured: Annual End of Summer Bash on campus

CVT: Non-Invasive Vascular Specialty

PROGRAM GOALS

The mission of the Cardiovascular Technology Program – Non-Invasive Vascular Specialty is to prepare competent, entry-level Cardiovascular Technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for non-invasive vascular study.

STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will perform cardiovascular examinations and accurately complete preliminary report.
 - Students will recognize normal from abnormal cardiovascular examinations.
 - Students will appropriately respond to emergent situations.
2. Students will demonstrate communication skills.
 - Students will identify the diversity of patients and communicate appropriately.
3. Students will implement critical thinking skills.
 - Students will integrate the individual needs of each patient based on their medical history and physician's order into the study being performed.
 - Students will incorporate their knowledge of ultrasound and pathology by modifying study being performed as required by protocol.
4. Students will model professionalism.
 - Students will participate in the care of the patient as a member of a collaborative healthcare team.
 - Students will display professionalism in relationships with physicians, team members, and the public.
 - Students will display ethical behavior and comply with patient privacy laws.

CURRICULUM PLAN (see page 74 for course descriptions)

Successful completion of all courses in a Level is prerequisite for advancement to the next Level of the curriculum.

1 st PAYMENT PERIOD for Financial Aid				
LEVEL 1	A	CS	CE	CH
CVT 311 Introduction to CVT ^D	15			15
CVT 321 Cardiovascular Physiology ^B	30			30
VAS 331 Vascular Technology I	60			60
VAS 331L Vascular Technology I Lab		60		60
CVT 341 Acoustic or Ultrasound Physics	45			45
TOTAL LEVEL HOURS	150	60	0	210

LEVEL 2	A	CS	CE	CH
VAS 332 Vascular Technology II	30			30
VAS 332L Vascular Technology II Lab		30		30
VAS 302C Vascular Clinical I			415	415
TOTAL LEVEL HOURS	30	30	415	475
Total Hours for Payment Period	180	90	415	685

All courses are residential (taught on campus) unless noted as below:

^B Blended/Hybrid course ^D Distance Course

2 nd PAYMENT PERIOD for Financial Aid				
LEVEL 3	A	CS	CE	CH
VAS 303C Vascular Clinical II			440	440
VAS 399 Capstone ^B	30			30
TOTAL LEVEL HOURS	30	0	450	480
Total Hours for Payment Period	30	0	450	470

CURRICULUM SUMMARY	Total Clock Hours
Vascular Program Hours - Theory	210
Vascular Program Hours - Lab	90
Vascular Program Hours - Clinical	855
TOTAL PROGRAM HOURS	1155

	Clock Hours	Credits
A = Academic Instructional Hour (Theory)	15	1
CS = Clinical Skills Lab Instructional Hour	45	1
CE = Clinical Experience Hour	45	1
CH = Clock Hour		



Pictured: Students on campus having fun

Campus History and Facilities Information

BACKGROUND

Riverside College of Health Sciences (RCHS) evolved from a group of individual educational programs into a diverse yet unified college that educates nurses and other allied health professionals. The educational programs include *Professional Nursing (1916)*, *Practical Nursing (1961)*, *Radiologic Technology (1964)*, *Surgical Technology (1969)*, *Physical Therapist Assistant (2012)*, *Nurse Aide (2017)*, *RN-to-BSN Program (2020)*, *Cardiovascular Technology Program-Adult ECHO Specialty (2021)* and *Non-Invasive Vascular Specialty (2023)*, and *Respiratory Care Program (2023)*. The leadership of the programs came together in 2003 with the purpose of uniting as one educational institution on a single campus known as Riverside School of Health Careers. The newly formed leadership team from the founding programs designed the foundation and infrastructure of the new campus. Our name was changed to Riverside College of Health Careers January 1, 2015, and in 2024 it changed to Riverside College of Health Sciences.

Construction of the new campus was completed in September 2005. The result was a new educational campus (containing over 96,000 square feet) with modern classrooms, skills laboratories, computer laboratories, and library with wireless internet access throughout. The campus is approximately three miles from Riverside Regional Medical Center (RRMC) which serves as the College's main clinical practice facility.

Riverside College of Health Sciences has over 70 Administrative and support staff and faculty and an average annual student enrollment of over 500 men and women. Many graduates go on to find employment in one of the numerous facilities operated by Riverside Health. The Newport News Main Street campus is located on Virginia's Greater Peninsula in the southeastern area of the Commonwealth. Many exciting and famous historical, recreational, and cultural attractions are located on the Peninsula or within an hour's drive of the campus.

As of Fall 2023, RCHS is proud to partner with Geneva College / Portage Learning to offer Pre-Nursing and Pre-Allied Health students the option to complete their pre-requisite and co-requisite general education courses online with access to the financial aid resources and support services of RCHS. This option provides the opportunity for students to obtain all degree requirements at one institution – RCHS. Student must declare their intended program of study upon initial enrollment and apply for program acceptance after completing specified pre-application courses (see Program Curriculum Guidelines for more information).

CAMPUS SAFETY AND SECURITY

The College provides a safe and secure environment conducive to learning. Building access on the main campus is controlled by swipe badge entry. Students and employees are issued identification badges which must be worn at all times while on campus. Students receive training on security procedures and practices on campus as well as the services offered by Riverside Protection Officers.

Exercises designed to test the College's emergency procedures and preparedness are conducted at least twice annually in the form of fire or lockdown exercises. Each spring announced tornado and earthquake drills are also conducted.

Riverside Health (RH) Protection Officers provide a visible presence on the College campus. They patrol campus properties to deter inappropriate and illegal activities. These officers are not sworn officers and therefore do not have any powers of arrest, do not carry weapons, or use any form of force to detain or arrest. RH Protection Officers patrol the main campus during evening and weekend classes and are available during daytime hours as needed. RH Protection may be contacted at: (757) 594-2208 (RRMC).

College Leadership maintains a close working relationship with the Newport News Police Department. College officials and Newport News Police communicate on the scene of incidents that occur in and around the campus area. College officials and Newport News Police Investigators work closely when incidents arise that require joint investigative efforts, resources, crime-related reports, and exchanges of information, as deemed necessary. Campus Crime Statistics are posted on our website at www.riverside.edu and in the Annual Campus Safety & Security Report which is also available on this website.

In compliance with the Higher Education Act of 1965 as amended and §23-9.2:11 of the Code of Virginia, the College has implemented a comprehensive Emergency Notification System. This system consists of several notification technologies including email alerts to students and employees, text messaging, notifications posted on the learning management system, and announcements via the College's call-in Emergency Notification & Announcement Line (757) 240-2499. This notification system allows the prompt disclosure of information about crimes on and/or near the campus that may pose an ongoing threat to the College community. Inclement Weather Announcements, including campus closure or delay, will also be disseminated through the College's emergency notification system.

Riverside prohibits individuals with a valid concealed handgun permit to carry a handgun on Riverside property, including the College campus, without prior authorization from the RH System Director of Protection and the College President.

Campus History and Facilities Information, continued

PARKING FACILITIES

There is ample parking centrally located on the College campus. Parking is by decal only. The College assumes no responsibility for student vehicles or their contents. Students assume all responsibility for transportation to and from the College and clinical sites.

DRUG-FREE AND TOBACCO-FREE ENVIRONMENT

The College is committed to working against the illicit use of drugs and alcohol among students and employees. The College campus has been designated “drug-free”. Unauthorized possession, manufacture, sale, distribution, or use of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced; violators will be subject to College disciplinary action up to and including dismissal or termination, criminal prosecution, fine and/or imprisonment.

Tobacco, smokeless tobacco, and nicotine delivery products (e-cigarettes, vaping devices, etc.) are not permitted anywhere on the campus including sidewalks and parking lot. In a good faith effort to comply with the federal and state regulations regarding the abuse of controlled substances including the Drug-Free Schools and Communities Act of 1989 and laws of the Commonwealth of Virginia, the College informs all employees and students at the beginning of each academic year that the unlawful manufacture, possession, use, or distribution of illegal drugs (including inhalants) and alcohol on the property of the College, or as part of any College activity, is prohibited.

Being under the influence or having identifiable trace quantities of illegal or unauthorized drugs or alcohol in their system while on College property, in class, laboratory, or at an RH or non-RH clinical facility is strictly prohibited. Students are eligible to receive Substance Abuse prevention program information through the Riverside Employee Assistance Program.

Students charged or convicted in state or federal court of violating a criminal drug statute must inform their Program Director within five (5) calendar days of the charge and/or conviction. A student who is receiving a federal grant such as a Pell grant must report the conviction to the granting agency within five (5) calendar days of the conviction. Violation of this policy, as well as conviction for drug use, possession or sale anywhere by persons covered under this policy, will be reason for disciplinary action up to and including denial of access to College property and/or disciplinary dismissal from the program of study. Additional information is posted on our website at www.riverside.edu.

CLINICAL SKILLS LABORATORIES

A variety of learning resources are available in the twelve clinical skills laboratories on campus. Together these labs comprise 7500 square feet of instructional space. Six Patient Care Laboratories are used by the Nursing, Respiratory Care, and Cardiovascular Technology Programs. In addition, there are program-specific laboratories for the Radiologic Technology (2), Surgical Technology (1), and Physical Therapist Assistant (1) Programs, as well as an Anatomy Laboratory and a Simulation Laboratory, both used by all programs. These clinical skills laboratories provide an area for student practice and skills performance evaluation under faculty supervision. Each laboratory contains equipment identified by program faculty as necessary for instruction.

Supply storage is provided in secured, walk-in storage rooms located in or adjacent to the laboratories. Students are required to participate as patient simulators during class, skills laboratory activities, and clinical learning experiences. These activities are conducted in a respectful, safe, and professional manner. Open laboratory hours are available in some clinical skills laboratories and upon request.

Laboratory equipment is in good working order and is maintained on an ongoing basis by Riverside Regional Medical Center Biomed Department, Laerdal, and Hill-Rom.

PATIENT CARE SKILLS LABORATORIES – NURSING, RESPIRATORY CARE, AND CARDIOVASCULAR TECHNOLOGY PROGRAMS

The six Patient Care Laboratories on campus contain 27 electric patient beds and two critical care patient care beds with assorted adult, pediatric, and geriatric low and mid-fidelity manikins. Each bed has a headwall that provides electrical access, suction, oxygen, and medical air administration, and a hospital room set-up with furnishings to include bedside and overbed tables. These laboratories contain tables, chairs, computers, LCD wall mounted monitors for video-based skills training, wall-mounted blood pressure cuffs, otoscopic and ophthalmoscopic trainers, CPR/AED trainers, and assorted disposable supplies.

Additional resources used by the Nursing Programs include airway management trainers, IV pumps, feeding pumps, electronic vital sign machines, venipuncture arms, assorted models, and obstetric and neonatal training equipment with newborn manikins. Additional resources for the Respiratory Care Program include oxygen delivery devices, bronchial hygiene therapy modalities, lung expansion devices, blood gas and airway management equipment, airway training manikins, BiPAP machines, and two mechanical ventilators. The Cardiovascular Technology Program has seven ultrasound machines, ergonomic chair, ultrasound gel and warmer, cable brace, flipchart reference materials, positioning wedges, and two stretchers.

Campus History and Facilities Information, continued

RADIOLOGIC TECHNOLOGY SKILLS LABORATORIES

There are two large Radiologic Technology skills laboratories. Each contains a radiographic table with a bucky, a column mounted non-energized radiographic tube, an upright bucky, and appropriate accessories. These laboratories also contain wheelchairs, stretchers, radiographic image receptors, calipers, monitors, lead aprons, thyroid shields, patient movement devices, positioning sponges, image receptor holders, radiograph teaching files, one non-energized C-Arm, and a full-body radiography phantom with complete skeleton.

SURGICAL TECHNOLOGY SKILLS LABORATORY

The Surgical Technology skills laboratory includes a surgical practice area set up like an operating room with a vestibule, sink, and scrub area. The surgical practice area is equipped with an OR bed, cane stirrups and arm-boards, manikin, IV poles, mayo stands, instrument tables, electrosurgical unit (ESU), suction canisters with stand, two overhead surgical lights, and an AV tower with laparoscopic equipment including a light source, insufflator, and camera. A window between the "OR" and scrub sinks allows a view of the scrub sink area which contains three functional scrub sinks.

PHYSICAL THERAPIST ASSISTANT SKILLS LABORATORY

The Physical Therapist Assistant skills laboratory contains a variety of evaluative and gait training equipment, positioning devices, exercise equipment, a patient bed, and human anatomy reference models. Treatment modalities used in the skills laboratory include ultrasound units, electrical stimulation units, cervical/lumbar traction unit with Hi/Lo mat, hydrocollator with hot packs, freezer with cold packs, iontophoresis unit, TENS unit, hydrotherapy tank, biofeedback unit, portable NMES, cryocuff with attachments, paraffin unit, Biofreeze, and massage wax.

SIMULATION LABORATORY

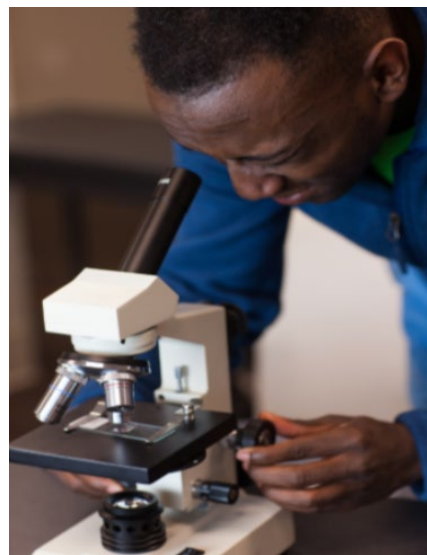
The three bed Simulation Laboratory contains three simulation manikins: (1) a SimMan 3G® which is a computerized, interactive, high fidelity simulation manikin who talks, breathes, and responds like a patient to provide students with learning opportunities in a variety of realistic patient care situations while in a safe learning environment; (2) a SimJunior® pediatric simulator that represents a six-year-old boy with a wide range of conditions from a healthy talking child to an unresponsive, critical patient; (3) a Nurse Anne Simulator-Geriatric® which is a high-fidelity, full body geriatric simulation manikin with realistic aged skin for accurate physical representation of the older adult. This manikin includes physical

changes associated with aging such as cataracts, aged teeth, and aged feet to enhance the realism of the simulation experience. Each bed has a built-in headwall that allows suctioning, oxygen and medical air administration, and electrical access during simulation.

The simulation laboratory is equipped with a control room with an audio and video system which allows simulated human interaction between the student and a prerecorded or live human voice, and an audiovisual recording of the simulation for use by the instructor during the debriefing session. An observation window is adjacent to the simulation control room for student observation during group simulations.

ANATOMY LABORATORY

The Anatomy Laboratory contains human anatomy reference materials such as skeletal models, upper and lower limb muscle models, and anatomy flipcharts. These are available for use by all students.



Pictured: Student in Anatomy Laboratory

CAMPUS TECHNOLOGY / COMPUTER LABORATORIES

The College provides Wi-Fi connection in all academic buildings on campus and has sufficient bandwidth to ensure adequate Internet connectivity.

The College maintains four computer laboratories with a total of 136 computers for testing and instructional use, twelve multi-media classrooms, and three computer/print stations for student use. Student technology requirements can be found on page 66.

Campus History and Facilities Information, continued

RUBY POPE DRUMM HEALTH SCIENCES LIBRARY

Patrons of the library include students, health care professionals, faculty, medical staff and residents, employees of the Riverside Health, and members of the community.

The library's floor plan includes a large reading room with tables and chairs surrounded by shelves for journals, three computer stations, four individual study rooms, a copier and printer, and a circulation desk. The library's collection contains over 5,000 books, 200 print journals, and has access to over 4,000 online journals and 135 eBooks including nursing, medical, and allied health resources, and electronic interlibrary loan services. Audiovisual and electronic resources are also available.

A professional Librarian with a master's degree in library science and specialization in health sciences assumes the fiscal responsibility for the operation of the library under the authority of Riverside Regional Medical Center.

Online access to *Pubmed* and *The Cumulative Index to Nursing and Allied Health Literature* (CINAHL) is provided via a suite of database programs through EBSCO. In addition, the *OVID* database offers access to full-text journals and abstracts from Emcare, Nursing Database, and MEDLINE. Students may access these electronic resources at any time from home.

The spacious facility is the media center for students, faculty, physicians, and other health system personnel. All students



Pictured: Ruby Pope Drumm, 1948 graduate of Riverside School of Professional Nursing (RN). An endowed trust for Nursing Scholarships has been established by her estate.

receive training on the use of the library and available learning resources from the librarian during their first semester of enrollment. Library staff are available to assist students as needed. The students also can relax and enjoy refreshments in the Treehouse Café student lounge.

The library computer learning laboratory provides numerous computers with instructional programs focused on nursing and allied health skills. This laboratory is open for student use during posted library operating hours.



Pictured left and right: Ruby Pope Drumm Health Sciences Library

Gainful Employment Information

Regulations published in the Federal Register on October 29, 2010 (75 FR 6665 and FR 66832) by the U.S. Department of Education require that institutions that participate in Title IV, HEA Student Financial Aid programs must disclose information about their programs to prospective students. The name and the U.S. Department of Labor's Standard Occupational Classification code (SOC) of the occupations for which the program prepares its' graduates to enter along with links to the occupational profiles is contained on the U.S. Department of Labor's O*NET website.

Program	Name	CIP Code	SOC Code
RN-to-BSN	Registered Nurse	51.3801	29-1141
Professional Nursing	Registered Nurse	51.3801	29-1141
Practical Nursing	Licenses Practical Nurse	51.3901	29-2061
Nurse Aide	Nursing Assistant	51.3902	31-1131
Cardiovascular Tech - Echo	Cardiovascular Technologist	51.0901	29-2031
Cardiovascular Tech - NIV	Diagnostic Medical Sonographer-Cardiac	51.0910	29-2032
Physical Therapist Assistant	Physical Therapist Assistant	51.0806	31-2021
Radiologic Technology	Radiologic Technologist	51.0911	29-2034
Respiratory Care	Respiratory Therapist	51.0908	29-1126
Surgical Technology	Surgical Technologist	51.0909	29-2055

U.S. Department of Labor's Standard Occupational Classification website: <http://www.bls.gov/soc/>

U.S. Department of Labor's O*NET website: <http://www.onetonline.org/find/>

2023 STATISTICS	PROGRAM ENROLLMENT ¹	STUDENTS RECEIVING FINANCIAL AID ²	GRADUATION RATES ³
RN-to-BSN	72 (14%)	34 (47%)	15/18 (83%)
Professional Nursing	221 (43%)	149 (67%)	75/96 (78%)
Practical Nursing	48 (9%)	28 (58%)	21/35 (60%)
Nurse Aide	37 (7%)	0	33/49 (67%)
Cardiovascular – ECHO	9 (2%)	1 (11%)	2/3 (67%)
Cardiovascular – Vascular	4 (1%)	0	n/a
Physical Therapist Assistant	28 (5%)	14 (50%)	20/24 (83%)
Radiologic Technology	73 (14%)	36 (49%)	19/25 (76%)
Respiratory Care	New program in 2023	n/a	n/a
Surgical Technology	24 (5%)	16 (67%)	7/8 (88%)

¹Number of students enrolled from January 1, 2023, to December 31, 2023. (% of total students enrolled in the college)

²Number of students receiving Financial Aid from January 1, 2023, to December 31, 2023. (% of total students enrolled)

³Number of students graduated within 150% of program length from January 1, 2023, to December 31, 2023.

ON-TIME GRADUATION RATES:

Graduation rates by program are available from the Registrar's office or on our website at www.riverside.edu.

JOB PLACEMENT RATES:

Graduate placement information is available from the Registrar's office or on our website at www.riverside.edu.

MEDIAN LOAN DEBIT INCURRED BY GRADUATES:

Median load debt information is available from the Registrar's office or on our website at www.riverside.edu.

RADIOLOGIC TECHNOLOGY PROGRAM STATISTICS:

The Joint Review Commission on Education in Radiologic Technology (JRCERT) posts five-year average credentialing examination pass rates, five-year average job placement rates, and annual program completion rates at www.jrcert.org.

Core Programs Admission Requirements

Programs-specific admissions requirements are listed in the program description sections of the catalog. All students must meet the Essential Program Requirements (technical standards) upon admission and throughout enrollment.

ESSENTIAL PROGRAM REQUIREMENTS* (TECHNICAL STANDARDS)

STANDARD	EXAMPLES
<ul style="list-style-type: none"> Intact gross and fine motor skills; precise hand/eye coordination and dexterity. Able to discriminate tactile sensations. 	<i>Manipulating medical instruments and supplies; demonstrating assigned clinical skills</i>
<ul style="list-style-type: none"> Clear speech 	<i>Crisp enunciation, appropriate tone and volume; able to communicate effectively to minimize misunderstandings</i>
<ul style="list-style-type: none"> Congruent verbal/nonverbal behavior; emotional stability; cooperative; no signs of impaired judgment 	<i>Relaxed facial expression, calm demeanor, even-tempered, self-confident; able to maintain eye contact, cope with stress, and make informed decisions</i>
<ul style="list-style-type: none"> Able to walk, bend, stoop, kneel, stand, twist, sit, carry, lift hands overhead 	<i>Performing CPR; moving immobile patients; carrying supplies and equipment</i>
<ul style="list-style-type: none"> Able to evacuate a 4-story building in less than three minutes. 	
<ul style="list-style-type: none"> Able to sit and stand long periods of time 	<i>4-7 hours in class; 8 hours in clinical</i>
<ul style="list-style-type: none"> Able to pull 75 lbs., lift 35 lbs., push 100 lbs. 	<i>Transferring a patient from bed to stretcher, lifting a patient, pushing a wheelchair or gurney</i>
<ul style="list-style-type: none"> Able to travel independently to clinical sites as assigned 	
<ul style="list-style-type: none"> Intact short and long-term memory 	<i>Learning theoretical course materials and skills and retaining it from semester to semester</i>
<ul style="list-style-type: none"> Visual color discrimination and depth perception; near and far vision 20/20 (may be corrected with lenses) 	<i>Distinguishing changes in skin color, reading fine print, e.g., expiration dates on medication labels</i>
<ul style="list-style-type: none"> Able to hear and discriminate alarms (may be corrected with hearing aid) 	<i>Recognizing and responding to equipment alarms, fire alarms, emergency alerts; able to respond to verbal instructions</i>
<ul style="list-style-type: none"> Able to detect odors sufficient to maintain environmental safety 	<i>Smoke and noxious odors</i>
<ul style="list-style-type: none"> Able to follow safety precautions/instructions related to possible exposure to toxic drugs; anesthetic gases; ionizing radiation; infectious agents 	<i>Body Fluids: blood, urine, mucus, saliva, etc.</i>
<ul style="list-style-type: none"> Able to follow safety precautions/instructions related to frequent exposure to electricity, electromagnetic fields, electronic media and latex; chemical hazards including but not limited to disinfecting solutions, dyes, acetone, bleach, alcohol 	

*The use of medication/substances that may cause drowsiness or otherwise impair mental or physical functioning, whether prescribed, over the counter, or obtained illegally, is prohibited during class, laboratory, and clinical experiences because of the potential safety hazards to patients, self, and others. *The Essential Program Requirements for the RN-to-BSN Program are listed on page 12*

CRIMINAL HISTORY DISCLOSURE

All applicants are required to disclose if they have been convicted of or are presently under indictment for any felony or misdemeanor offense. All applicants who are accepted into a College program will be required to undergo a nationwide criminal history record, Sex Offender Registry, and Healthcare Fraud and Abuse Registry checks prior to the first day of class. The purpose of the background checks is to identify students whose documented history might prevent them from participating in clinical experiences or impair their potential for licensure/ certification and/or eligibility for employment within Riverside Health.

STUDENT HEALTH AND SAFETY REQUIREMENTS

The Student Services Department, along with its partnership with an external service provider, reviews and monitors student's immunization status and ability to meet the Essential Program

Requirements on admission and while enrolled. Students are expected to inform the College of any change in their health status that impacts their ability to meet the Essential Program Requirements. Students are strongly encouraged to have medical insurance for the duration of their program. The College assumes no responsibility for medical costs incurred by a student.

REQUIRED IMMUNIZATIONS INCLUDE:

- Tetanus booster (td or Tdap vaccination) in the past 10 years,
- Two measles, mumps, and rubella (MMR) immunizations, or titers proving immunity,
- Hepatitis B (HBV) immunization series completed, in progress, or a Hepatitis B Vaccination Declination Form signed by the student,
- Lab results showing immunity to varicella (chickenpox) or vaccination series (two doses required),
- Tuberculin Skin Testing:
 - Two Mantoux Tuberculin Skin Tests (TST) within the past 12

Core Programs Admission Requirements, continued

months with one of the TSTs administered within the past 30 days. Following the initial two-step TST, a single annual TST will be required. For a previously positive TST, a negative chest x-ray subsequent to the positive TST is required. (*RN-to-BSN: only 1 TST in past 12 months required*); *OR*

- Negative IGRA test results from either: QuantiFERON®-TB Gold In-Tube test (GFT-GIT) or T-SPOT®TB test (T-Spot).
- Annual influenza immunization required. Requests for medical and religious exemptions are handled individually. Students with approved exemptions or declinations may be required to be masked. Revisions to vaccination and immunization requirements are subject to change based on Riverside Health mandates and recommendations. Enrolled students will be notified of changes via email and program communications. A notice will be posted on the College website to inform prospective students as applicable.

CPR REQUIREMENT: All programs (except the Nurse Aide Program) require CPR certification prior to the program start date. Only the

American Heart Association BLS for the Healthcare Provider or American Red Cross CPR for the Healthcare Provider will be accepted. (*Not applicable to Nurse Aide Program*)

ADMISSION DRUG SCREENING

All admitted students are required to undergo a urine drug screening prior to the first day of class. The purpose of the drug screening is to identify students whose use of unauthorized drugs violates the College drug policy. Students who test positive for marijuana must provide valid written certification from a Board of Pharmacy-registered practitioner and a signed medical clearance form from the student's physician or medical provider to certify that use of medical marijuana will not adversely affect the student's ability to perform safe patient care. Admission will be immediately revoked for accepted students who fail their drug screening or miss the assigned deadline for the screening. Reapplication will not be considered until at least twelve (12) months following the positive drug screen or missed screening deadline. Reapplication is not a guarantee of readmission.

Core Programs Application Process

APPLICATION PROCEDURE

Admission is on a competitive basis. The College reserves the right to select applicants who are deemed best qualified for the program of study and potential employment by Riverside Health. Application for admission and additional information can be accessed at www.riverside.edu. Applications are accepted on a continual basis until the published application deadline. Deadlines may be extended until class space is filled with qualified applicants. Application deadline information is available on our website at www.riverside.edu. ATI TEAS scores, for programs that require the exam, are due no later than published application deadlines. Disabilities accommodations may be provided. The following minimum scores are recommended due to the competitive nature of admissions:

Program	Test	Recommended Minimum Score
Pre-Nursing/Pre-Allied Health	ATI TEAS	50.0% (Min. Required)
Professional Nursing	ATI TEAS	66.1%
Practical Nursing	ATI TEAS	58.4%
Physical Therapist Asst.	ATI TEAS	61.4%
Radiologic Technology	ATI TEAS	60.6%
Surgical Technology	ATI TEAS	61.4%

Applicants testing at the College, who do not score the recommended minimum, may retake the ATI TEAS test once in each application cycle. Retakes are at the discretion of the Admissions Officer and

dependent on space availability. ATI TEAS test study materials are available for purchase at www.atitesting.com. Options for taking the ATI TEAS exam are available at www.riverside.edu.

ADMISSION CRITERIA

- Application for Admission, Official Academic Transcripts and ATI TEAS scores (for programs that require the exam) must be submitted no later than the published application deadlines.
- Official College transcripts from all schools attended.
- Official High School transcript *with a high school GPA ≥ 2.0 or GED certificate* (*The applicant must be a graduate of an accredited high school or have earned a high school equivalency (GED) certificate. Applicants who are unable to provide official transcripts must complete a signed Attestation of High School Graduation which includes the name of the high school attended, city, state, graduation year. The Registrar will evaluate the validity of the institution provided on the attestation form to determine if the entity is/was approved to provide secondary school education by the state listed. State agencies will be contacted as applicable. An Attestation of High School Graduation cannot be accepted for Bachelor degree programs.*)
- Satisfactory criminal check & urine drug screen
- Applicants must be 18 years of age prior to program start date.
- Ability to meet Essential Program Requirements (Technical Standards)

Core Programs Application Process, continued

- Previous employment (*Current or past employees of Riverside Health will be evaluated for job performance and eligibility for rehire. Riverside Health employees in good standing are awarded additional points toward admission.*)
- Immigration documentation is required if applicant is not a U.S. citizen. (*The College is not Student and Exchange Visitor Program (SEVP) certified and cannot accept international students on an F-1 or M-1 visa*)
- If English is the applicant's second language, a TOEFL score of 550 (paper) or 79 (internet based) is required (*Test must have been completed within the last 2 years*).
- Accepted applicants who decline admission must reapply for a future start date. Admission is competitive and not guaranteed. Admissions deferments are not permitted in any of the programs except the RN-to-BSN program where two deferments will be permitted with tuition deposit paid and pending space availability.

ITEMS THE FOLLOWING ITEMS ARE REQUIRED PRIOR TO ENROLLMENT

- Tuition Deposit (credited towards first semester tuition)
- Student Information Sheet
- Request for Transfer Evaluation of Level 1 Coursework, if applicable (due with tuition deposit)
- Course Selection Form, if applicable (due with tuition deposit)
- Identity verification-requires a government-issued ID
- Background screening processed through specified service provider*
- Drug testing processed through specified service provider*
- Immunization and Medical Records management through specified service provider*
- CPR certification.* *Only the American Heart Association BLS for the Healthcare Provider or American Red Cross CPR for the Healthcare Providers will be accepted. (Not applicable to Nurse Aide Program)*
- Textbooks*
- Student Uniforms from a specified service provider* *if applicable.*
**Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.*

Student Accounts Information

TUITION PAYMENT PROCEDURES

Current tuition information is available on the website at www.riverside.edu, by mail, walk-in, or phone at (757) 240-2200. It is also included in this catalog. Tuition increase history is available from Admissions at (757) 240-2200.

- Tuition for students enrolled in degree granting programs is based on the semester credit hours. Students enrolled in non-degree granting programs are charged a flat fee tuition.
- Tuition and fees are payable in full on or before the first day of each semester with the following exceptions: the student has made prior arrangements with Student Financial Services or the student is awaiting receipt of an award (i.e., scholarships, grants, loans, military tuition assistance, or other authorized financial assistance). Proof of award is necessary.
- Students will not be permitted to attend classes if full payment is not received. Payment in full of outstanding financial obligations is a prerequisite to registration each semester.
- A student entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits may attend/participate in classes until the date on which payment from VA is made to the institution or 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Payment is accepted by check, credit card, or money order only. No cash payments are accepted. A charge will be

assessed for returned checks. After one returned check, checks will no longer be accepted from the student.

- Payments made within sixty days of program completion/graduation must be made by money order, credit card, or cashier's check only. Personal checks will not be accepted.
- Unpaid balances will be sent to Riverside Health's collection department if not paid within 30 days.

Riverside reserves the right to make changes in tuition and other fees as deemed necessary. Incremental tuition increases are generally made at the beginning of each Division's (Day or Evening/Weekend) Fall semester.

TUITION STATUS

- Full-time: ≥ 12 semester hour credits per semester
- 3/4 time: ≥ 9 - <12 semester hour credits per semester
- 1/2 time: ≥ 6 - <9 semester hour credits per semester
- Less than 1/2 time: < 6 semester hour credits per semester

REFUND AND CANCELLATION POLICY

It is College policy to refund tuition in accordance with the criteria listed below. The refund process is initiated when an applicant cancels their enrollment, when a student withdraws, or when a student is dismissed. The Registrar will determine the student's withdrawal date. At the end of the Add/Drop period, any student marked as "not attending/not participating" will be dropped from the class and the student's enrollment status updated.

Student Accounts Information, continued

FEDERAL TITLE IV REFUND REQUIREMENTS FOR STUDENTS WHO WITHDRAW (OFFICIALLY OR UNOFFICIALLY):

This section of the policy applies only to students who receive Federal student financial assistance under Title IV of the Higher Education Act. Types of assistance include but are not limited to the Federal Pell Grant, Federal Direct Loan (subsidized and unsubsidized), Federal Direct Parent PLUS Loan, and the Iraq Afghanistan Service Grant (IASG). The Financial Aid Office is charged with processing all of the R2T4 calculations; informing the student of the outcome; and notifying the Office of Student so they too can update the student's account.

When a student who has actually received Title IV funds or has met the conditions that entitled the student to a late disbursement, is considered withdrawn from a term, the college is required by law to perform a Return of Title IV (R2T4) calculation to determine the percentage and amount of aid that the student earned up to the time of withdrawal. A student will not be considered a withdrawal if: (1) the student successfully completed one module (i.e. session, or partial semester/ nonstandard term as defined by the College) or a combination of modules that equal 49% of the payment period (scheduled breaks and days between modules are excluded only for this calculation); or (2) the student successfully completed hours equal to or exceeding the half-time requirement; or (3) the student has provided written confirmation of future attendance in the same payment period. The future module must begin and the student must resume attendance within 45 calendar days of the end of the module they ceased attending.

Following withdrawal, the outcome of an R2T4 calculation may result in student owing funds to the College, the government, or both. These funds are returned in a specific order until each program is reimbursed up to 100 percent of the amount received by the student for that term. The distribution order for the return of funds is as follows:

1. Title IV Funds: Federal Direct Unsubsidized Loan; Federal Direct Subsidized Loan; Federal Direct Parent PLUS Loan; Federal Pell Grant; Iraq Afghanistan Service Grant.
2. Non-Title IV Funds: In the event a student's account was credited with DOD MOU approved active-duty tuition assistance, veteran's benefits, and MyCAA, unearned aid is returned to the applicable Federal program; other sources of aid (i.e., Scholarships); remaining funds to the student or parent.

Title IV funds that the student has earned but have not yet been disbursed to the withdrawn student will be disbursed as follows: (1) grants will be disbursed within 45 days; (2) loans will be offered to

the borrower within 30 days, allowing the student at least 14 days to respond; (3) all post-withdrawal disbursements will be applied to the student account first, and any resulting credit balance will be disbursed as soon as possible and no later than 14 days. A student who withdraws from or stops attending courses (considered an unofficial withdrawal) prior to completion of more than 60 percent of the semester will be required to repay all or a percentage of the federal aid received.

If determined by the R2T4 calculation, the student must repay the portion of the original grant overpayment that is in excess of half of the total Title IV grant funds that he/she received or could have received. The student does not have to repay grant overpayments of \$50 or less per program. Any repayment of Title IV loans owed by the borrower is to be repaid under the conditions of the existing promissory note. A student who owes a grant repayment remains ineligible for further Title IV financial aid until the grant is repaid unless the student and the U.S. Department of Education agree on a satisfactory repayment arrangement.

The U.S. Department of Education allows a student to retain eligibility for 45 days from the date that the institution sends the repayment notification to the student. After 45 days, the student will either have to pay the overpayment in full or make satisfactory arrangements with the U.S. Department of Education to repay the overpayment to retain eligibility for Title IV financial aid.

CALCULATING EARNED AID FOR CLOCK-HOUR PROGRAMS (NON-TERM BASED):

The percentage of Title IV aid earned is calculated as follows: The number of clock hours the student was scheduled to complete in the payment period or period of enrollment, as of the date of withdrawal, divided by the total number of clock hours in the same payment period or period of enrollment; percent of the payment period or enrollment period completed is the percentage of Title IV funds earned by the student. The Return of Title IV Policy applies to students who withdraw on or before the 60% point in the payment period or period of enrollment. Withdrawal after this date will not result in any adjustment to the student financial aid. Once a student has completed more than 60% of the payment period or period of enrollment, the student has earned 100% of their Title IV aid for the payment period or period of enrollment. Example: A student dropped in the first payment period which consisted of a total of 450 clock hours. At the date which the student dropped they had been scheduled for 150 hours out of the 450 hours in the payment period ($150 \text{ scheduled} / 450 \text{ total} = 0.30$). The student has earned 30% of the Title IV Aid.

Student Accounts Information, continued

RETURN OF TITLE IV FUNDS (R2T4) CALCULATIONS

An R2T4 determination cannot be appealed. The main deadlines impacting most R2T4 calculations are the 45-day time frame for the Return of Unearned Title IV Funds that are the responsibility of the institution and the 30-day required notification of the need for authorization to make a post withdrawal disbursement of Federal Student Aid (FSA) program funds (loans and/or grants as applicable). Additionally, the grant repayment notification must be provided to the student within 30 days. According to the Federal Student Aid (FSA) Handbook (Vol 5), when verification is completed before the R2T4 deadlines a school must offer any post-withdrawal disbursement of loan funds within 30 days of the date of the school's determination that the student withdrew and return any unearned funds and make a post-withdrawal disbursement of grant funds within 45 days of that date.

If a student provides all documents required for verification after withdrawing but before the verification submission deadline, and in time for the institution to meet the 30-day R2T4 deadline, the institution performs the R2T4 calculation including all Title IV aid for which the student has established eligibility as a result of verification and for which the conditions of a late disbursement had been met prior to the student's loss of eligibility due to withdrawal. (See Volume 4 and 34 CFR 668.164(j)(2).) When verification is not completed before the R2T4 deadlines and a student who has withdrawn does not provide the required documents in time for the school to complete the verification process and meet the R2T4 deadlines noted previously, the institution includes in the R2T4 calculation only the Title IV aid that was not subject to the verification process. For a student who failed to provide all required verification documents, the only aid that may be included in an R2T4 calculation are Direct PLUS Loan funds and Direct Unsubsidized Loan funds (verification is not required for receipt of these funds) for which the conditions of a late disbursement were met prior to the student's loss of eligibility due to withdrawal.

R2T4 calculations are completed within 30 days of the Date of Determination (DOD) that the student has withdrawn. Financial Aid personnel will determine the percent of Title IV funds that a student has earned based on the student's withdrawal date. Students receive electronic notifications of the R2T4 calculation results. The calculation of unearned aid is determined by using the following formula: The number of days up to and including the withdrawal date in the payment period or semester, divided by the total days in the payment period or semester. (Scheduled breaks of 5 days or more are not counted as part of the days in the semester). This amount is the percentage of earned aid. The percentage of earned aid subtracted from 100 equals the percentage of unearned aid.

COLLEGE PROCEDURE FOR R2T4 CALCULATIONS

The amount of aid eligible for return is based on the withdrawal date, which may be determined as follows:

- *Unofficial Withdrawals:* Last date of attendance will be determined as either the midpoint of the course, semester, or term as applicable or the last date of participation in an academically related activity, whichever is later.
- *Official Withdrawals:* Last date of attendance will be determined as either the published course add/drop date, withdrawal date, or the actual date of disenrollment/ dismissal as provided to the Registrar by the student or Program Director, whichever is later.

The institution will determine the last date of participation in an academically related activity in coordination with the Program Director and course faculty. After the 60% point of the payment period for a program of study (i.e., 16-week semester or 23-week non-standard term), a student has earned 100% of the FSA program funds. The percentage of the enrollment period completed is determined by the number of days the student completed divided by the total number of calendar days in the payment period. Scheduled breaks in the College's academic calendar of at least five consecutive days are excluded from the total number of calendar days in a payment period (denominator) and the number of calendar days completed in that period (numerator).

REFUNDS OF STUDENT ACCOUNT BALANCES

The College refund policy is different from that specifically required for Title IV aid recipients. The College tuition and fee bill is due in full by the end of the published Add/Drop period. Refunds will be determined as follows: (1) Applicants who cancel their enrollment prior to the first class day and students who withdraw from a program prior to the published Add/Drop Deadline are entitled to a full refund of their paid tuition, excluding the non-refundable Application Processing Fee and tuition deposit, even if they have signed an Enrollment Agreement. (2) Students who withdraw after the published Add/Drop date but have completed less than 25% of the total semester are entitled to a 50% refund of their paid tuition. (3) Students who withdraw after completing at least 25% but less than 60% of the total semester are entitled to a 25% refund of their paid tuition. (4) Students who withdraw after completing 60% or more of the total semester will not be entitled to a tuition refund. (5) Applicant Processing Fees and Transfer Evaluation fees are non-refundable except under extraordinary circumstances such as course cancellations by the College. The Registrar/Enrollment Manager authorizes the partial or full refund. No monetary charges

Student Accounts Information, continued

will be assessed to a student during a Leave of Absence. No additional charges to the student as a result of the Leave of Absence will be imposed. Student account credit balances are refunded within 45 days of receipt of a written request to terminate their status as student or the date the student last attended classes, whichever is sooner. Accounts of students with an outstanding balance that are not paid within 30 days from the date of withdrawal may result in a hold on the student's records, diplomas, transcripts, and future registration activity. Furthermore, these debts may be sent to a Riverside Health third-party collection agency. Resulting collection costs will be added to the original debt and the student must pay these costs, as well as attorney's fees, if applicable. Students may be notified of their account balance status in a variety of methods which may include communiqués sent through the student information system, phone calls, emails, and/or in a letter sent via USPS mail.

REFUND & CANCELLATION POLICY DEFINITIONS

CANCELLATION: *Applicant and new students declining program acceptance prior to the first day of class or cancelling enrollment during the Add/Drop period of their first semester.*

WITHDRAW: *Students who exit a course or program after the Add/Drop date.*

WITHDRAWAL DATE: *The last known date in which the student had a documented academically related activity.*

ACADEMICALLY RELATED ACTIVITY:

May include projects, clinical experiences, and examinations. In distance learning courses, academically related activity may include online submission of assignments, examinations or quizzes, and documented participation in online interactive tutorials or computer-assisted instruction, and online discussions. Simply logging into a course without active participation does not constitute an academically related activity.

ADD/DROP DEADLINE:

- *For programs more than one semester in length: Close of business, ten business days from the semester start date, excluding campus closures and holidays.*
- *For programs one semester or less in length: Close of business, three business days from the semester start date, excluding campus closures and holidays.*
- *For session-based programs with two sessions/semester: Close of business, five business days from applicable session start date, excluding campus closures and holidays.*
- *Course additions: Close of business, three business days from applicable semester or session start date excluding campus closures and holidays. Course additions must be approved by the Program Director.*

DATE OF DETERMINATION (DOD): *The date the College determined that a student was no longer in school or will not be returning to school.*

2024-2025 FEES

Effective Fall Semester 2024

Tuition is detailed with each program description in the catalog (Fees listed below are not applicable to the Nurse Aide Program).

The College reserves the right to change tuition and other fees as deemed necessary. Incremental tuition increases are generally made at the beginning of the fall semester if applicable. Tuition & Fees information current at date of document publication. Updated information available on the College website at www.riverside.edu. A \$30.00 charge will be assessed for returned checks. Convenience fees may be assessed for online or credit card payments.

The College reserves the right to transition classes to an online format if circumstances warrant restricting or closing classrooms on campus. Unless otherwise required by applicable law, there will be no refund or reduction in tuition or fees if the method of instruction is altered as a result of events or conditions that are not within the College's control, including (but not limited to), pandemics, applicable laws, regulations or government orders, labor strikes, and acts of God such as weather conditions or natural disasters.

ENTRANCE FEES

- **Applicant Processing Fee** -- \$100.00
Fee is non-refundable and due upon application submission. Current Riverside employees are eligible for a \$50.00 credit toward tuition if accepted!!
- **Application Conversion Fee** -- \$25.00
Applicable if changing programs after initial application.
- **ATI TEAS Test Fee Estimate** * -- \$70.00
For programs that require pre-admission testing.

AUDIT / TRANSFER STUDENT FEES

- **Audit Fee** -- \$50.00 per credit
See policy for details regarding course eligibility.
- **Transfer Evaluation Fee** -- \$100.00
Not required for the review of pre- or co-requisite general education courses; core program course transfer requests only. Fee is non-refundable; waived for current or former military members.

Student Accounts Information, continued

FEES APPLICABLE TO ENROLLED STUDENTS

- Tuition Deposit -- \$125.00
Fee is non-refundable and credited towards first semester tuition.
- Student Resource Fee -- \$100.00
Annual fee for degree-granting programs. One-time fee for non-degree programs. Not applicable to fully distance programs or Pre-Nursing and Pre-Allied Health students.
- Student Laboratory Fee -- \$50.00 per semester
Not applicable to fully distance programs or Pre-Nursing and Pre-Allied Health students.
- Background Screening, Drug Testing, Immunization & Medical Records Management Estimate* -- \$147.00
Not applicable to Pre-Nursing and Pre-Allied Health students.
- CPR Course Estimate* -- \$75.00
Only the American Heart Association BLS for the Healthcare Provider or American Red Cross CPR for the Healthcare Providers will be accepted.
- Student Technology Fee -- \$100.00 per semester

**Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.*

Financial Aid and Scholarship Information

The responsibility for meeting a student's educational expenses rests with the student and their family. The College's Financial Aid staff assists students in finding supplemental resources to meet College expenses. When a need and eligibility have been established through the financial aid process, financial aid may be offered through grants, scholarships, and/or loans.

Students enrolled in non-degree programs may be eligible for financial aid based on the clock hours of the program. (Nurse Aide is not an eligible program.) Students enrolled in degree-granting programs are eligible for financial aid based on the academic hours of the program.

FEDERAL GRANTS AND LOANS

FEDERAL PELL GRANT PROGRAM

Pell Grants are funded by the Federal government and are based on financial need. It is one of the first sources of aid to help defray the cost of an undergraduate education. A Pell award is an *entitlement*, which means an eligible student does not need to repay the grant. The Expected Family Contribution (EFC) helps determine the student's financial aid eligibility and the type of aid. The amount of a Pell Grant award is determined by the Federal Pell Grant Program payment schedules.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

The FSEOG program provides federal funds to the College for making awards to students with a financial need. Students attending at least half-time are eligible for FSEOG. The amounts of FSEOG awards vary depending on the need, other aid offered, and the amount of funds appropriated. FSEOG is awarded until funds are exhausted.

FEDERAL WORK-STUDY PROGRAM (FWS)

Under the FWS program, the College receives federal funds to provide on campus and off campus employment opportunities to a limited number of students with a demonstrated need who are enrolled in at least 6 credits and are in good academic standing. Students may not work more than 20 hours per week and not exceed 4-5 hours per day. FWS is awarded until funds are exhausted.

FEDERAL DIRECT LOAN PROGRAM

Direct Loans are low-interest loans that help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. Student Loans are offered under the William D. Ford Direct Loan (DL) Program.

The two types of loans are Subsidized and Unsubsidized. A **Subsidized Loan** is based on need. The government pays the interest on the loan while the student is in school at least half-time. An **Unsubsidized Loan** is not based on need and the student is responsible for the interest that accrues on the loan while in college.

The College certifies loans and sets the disbursement dates. The annual combined loan limits for students can vary depending upon the program type and level. The annual Subsidized loan limits for Dependent students: Freshman \$3500; Sophomore \$4500; and Senior \$5500 with an additional \$2000 Unsubsidized loan limit. The Annual Subsidized Loan Limits for Independent students: Freshman \$3500; Sophomore \$4500; and Senior \$5500 Subsidized with an additional Unsubsidized loan limit of \$6000 for Freshmen and Sophomores and \$7000 for Seniors.

Financial Aid and Scholarship Information, continued

Loan interest rates may vary from year to year and are specified on the disclosure statement when a loan is disbursed. In addition to the interest rate charge, there is an origination fee that is a percentage of the principal amount of each Direct Loan. Students have a 6-month grace period before entering into repayment. During periods of deferment, interest continues to accrue on Unsubsidized and Subsidized loans.

Loan application process: Apply to see if you qualify for Federal Student Aid at www.FAFSA.gov. You may contact the Financial Aid office for general questions at 757-240-2232 or 757-240-2236. A Financial Aid officer will reach out to you after you are accepted into a Program.

FEDERAL DIRECT PLUS LOAN PROGRAM

Parent Loans for Undergraduate Students (PLUS) are unsubsidized loans for parents of dependent students to help pay for education expenses up to the cost of attendance minus all other financial assistance. It is a non-need based source of federal aid. PLUS may be used in conjunction with the student's Direct Loans. Direct PLUS Loans (DPL) interest rates may vary from year to year. In addition to the interest rate charge, there is an origination fee that is a percentage of the principal amount of each DPL. There is no grace period for DPL. The repayment period for each DPL begins 60 days after the College makes the last disbursement of the loan. However, a parent PLUS borrower who is also a student can defer repayment while enrolled in College at least half time.

The College will disburse the loan money by crediting it to the

student's account to pay tuition, fees, and other authorized charges. If the loan disbursement amount exceeds the student's charges, the College will pay the remaining balance of the disbursement directly by check to the parent.

To apply for a PLUS Loan: First time borrowers must submit a current year's FAFSA and a DPL Master Promissory Note (MPN), go to: www.studentloans.gov. Use the Federal Student Aid FSA username and password to complete the DPL MPN. If you do not have a username and password, you create these in the FSA system. Parents completing the PLUS electronic MPN must use their own username and password and not the student's.

Title IV HEA loan information will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

DONOR SCHOLARSHIPS

Some students receive scholarship money that is donated by organizations or individuals. Donors may set their own selection criteria. Private scholarships include Spirit of Nursing, Crystal Hudgins Waller, Clarise & Marvin Zukerman, Ruby Pope Drumm, Nurse in the Hat, and others. The College also receives grant funds from the Lettie Pate Whitehead Foundation. Scholarships vary in amount and number. Accepted students are encouraged to visit <https://www.riversideonline.com/foundation/support-riverside/gift-destinations/education-fundsapply> for a listing of scholarships and application information.

Active Duty & Military Veterans Information

Veterans, active-duty service members, spouses, and dependents may use veterans' benefits and/or Tuition Assistance. The veteran initiates the application, and the College completes the enrollment certification and forwards documents to the Department of Defense or Department of Veterans Affairs.

TUITION AND FEES: Tuition for students enrolled in degree-granting programs is based on the semester credit hours with a per-credit charge. Students enrolled in non-degree-granting clock-hour programs are charged a flat fee tuition based on the percent of the total program taught in each semester.

The College requires all student accounts to be paid in full at the beginning of each semester with the following exceptions: the student has made prior arrangements with Student Financial Services, or the student is awaiting receipt of an award (i.e., scholarships, grants, loans, military tuition assistance, or other

authorized financial assistance). Proof of award is necessary. Students will not be permitted to attend classes if full payment is not received. Payment in full of outstanding financial obligations is a prerequisite to registration each semester.

A student entitled to educational assistance under Chapter 33, Post-9/11 GI Bill® benefits may attend/participate in classes until the date on which payment from VA is made to the institution or 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility. The College will not impose any penalty, including assessing late fees, denial of access to classes libraries, or school facilities, or require the student to borrow additional funds due to the inability to meet their financial obligations to the College as a result of delayed payments for education assistance under Chapter 31 or 33, unless the student is less than 100% covered.

Active Duty & Military Veterans Information, continued

REFUND PROCESS: The refund process is initiated when an applicant cancels their enrollment, when a student withdraws, or when a student is dismissed. The College tuition and fee bill is due in full by the end of the published Add/Drop period. Refunds will be determined as follows:

- Applicants who cancel their enrollment prior to the first-class day and students who withdraw from a program prior to the published Add/Drop Deadline are entitled to a full refund of their paid tuition, excluding the non-refundable Application Processing Fee and tuition deposit, even if they have signed an Enrollment Agreement.
- Students who withdraw after the published Add/Drop date but have completed less than 25% of the total semester are entitled to a 50% refund of their paid tuition.
- Students who withdraw after completing at least 25% but less than 60% of the total semester are entitled to a 25% refund of their paid tuition.
- Students who withdraw after completing 60% or more of the total semester will not be entitled to a tuition refund.
- Applicant Processing Fees and Transfer Evaluation fees are non-refundable except under extraordinary circumstances such as course cancellations by the College. The Registrar/Enrollment Manager authorizes the partial or full refund.
- No monetary charges will be assessed to a student during a Leave of Absence. No additional charges to the student as a result of the Leave of Absence will be imposed.
- Student account credit balances are refunded within 45 days of receipt of a written request to terminate their status as student or the date the student last attended classes, whichever is sooner.
- Accounts of students with an outstanding balance that are not paid within 30 days from the date of withdrawal may result in a hold on the student's records, diplomas, transcripts, and future registration activity.

Fees, including application, resource, technology, and laboratory, are non-refundable. Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.

TUITION DEPOSITS: Applicants accepted for admission must submit a non-refundable Tuition Deposit of \$125.00 (deducted from the first semester tuition).

ACADEMIC CREDIT: When a student withdraws from a course after the Add/Drop date, they will not be permitted to progress in the program of study until the course is repeated successfully.

- Students who withdraw passing from a course prior to course completion but after the Add/Drop date will have a WP notation

recorded on their transcript. The grade for students who withdraw from a course with a failing grade prior to course completion but after the Add/Drop date will be included in CGPA calculation. No grade will be included in the CGPA calculation for students who withdraw from a course after the Add/Drop date and before any grades were posted.

- Students who withdraw must complete the Student Exit Process. If a student does not comply with the policy for student withdrawal, the official withdrawal date will be based upon the last known date of attendance which is the last day a student had a documented academically related activity, and the student may be ineligible for reinstatement to the College, and official transcripts may be withheld.
- An incomplete grade (I) is given by the course faculty when the student is unable to complete course requirements due to serious illness, pregnancy, personal or declared emergency, or military service. Incomplete coursework must be completed within 30 calendar days from reinstatement. If the course work is not completed within the allotted time frame, the "I" grade automatically becomes an "F".

REINSTATEMENT:

A student is entitled to reinstatement following the student's release or return from the military service that required the program withdrawal without having to re-qualify for admission if the student returns to the College after a cumulative absence of no more than five years, and the student provides notice of intent to return to the institution not later than three years after completing the service period. If returning two or more years after last date of attendance, the student may be required to pass skills competency assessments and repeat or audit courses which are deemed requisite to current success in the clinical program. Upon return, the student will be required to meet all current admission and curricular requirements for the program.

A student who is admitted to a program but withdraws prior to matriculation due to military service, will be allowed to defer their enrollment in the program. Upon return, the student will not be required to re-qualify for admission; however, the student must meet all current admission and curricular requirements for the program.

DOCUMENTATION

A student forced to withdraw from the College program due to military service is required to submit a copy of their military orders at the time of withdrawal in order to preserve their prerogatives under this policy. When seeking reinstatement, the student will submit a copy of their military orders verifying the end of the military service that required their withdrawal.

Academic Calendars

COLLEGE HOLIDAYS *(Campus closed)*

2024 HOLIDAYS

September 1 Labor Day
November 27-28 Thanksgiving
December 22-31 Christmas

2025 HOLIDAYS

January 1 New Years Day
May 26 Memorial Day
July 4 Independence Day

SEMESTER BREAKS

DAY DIVISION

October 14-15, 2024
December 10, 2024-January 13, 2025 March
3-7, 2025
May 12-13, 2025

EVENING / WEEKEND

August 12-16, 2024 (Prof Nursing)
July 29 – August 9, 2024 (Pract Nursing)
October 14-15, 2024
December 12, 2024-January 13, 2025
March 3-7, 2025

ACADEMIC CALENDAR: *PRE-NURSING AND PRE-ALLIED HEALTH COURSES; PROGRAMS: PROFESSIONAL & PRACTICAL NURSING, PHYSICAL THERAPIST ASSISTANT, RESPIRATORY CARE, RADIOLOGIC & SURGICAL TECHNOLOGY*

DAY DIVISION

FALL SEMESTER

- Begins: August 19
- Last Day to Add/Drop: August 30
- Ends: December 9

SPRING SEMESTER

- Begins: January 13
- Last Day to Add/Drop: January 24
- Ends: May 3

SUMMER SEMESTER

- Begins: May 19
- Last Day to Add/Drop: June 2
- Ends: July 16

EVENING / WEEKEND

FALL SEMESTER

- Begins: July 8
- Last Day to Add/Drop: July 19
- Ends: December 11

SPRING SEMESTER

- Begins: January 13
- Last Day to Add/Drop: January 24
- Ends: June 17

ACADEMIC CALENDAR: *RN-TO-BSN PROGRAM*

FALL SESSIONS 2024

Session 1 Begins: August 19
Last Day to Add/Drop: August 23
Session 1 Ends: October 12
Session 2 Begins: October 14
Last Day to Add/Drop: October 18
Session 2 Ends: December 7

SPRING SESSIONS 2025

Session 1 Begins: January 13
Last Day to Add/Drop: January 17
Session 1 Ends: March 8
Session 2 Begins: March 10
Last Day to Add/Drop: March 14
Session 2 Ends: May 3

SUMMER SESSIONS 2024

Session 1 Begins: May 19
Last Day to Add/Drop: May 23
Session 1 Ends: July 12

ACADEMIC CALENDAR: *NURSE AIDE PROGRAM*

DAY DIVISION *[Dates subject to change]*

2024

June 3 – July 12
July 29 – September 6
September 16 – October 25
November 4 - December 13

2025

January 13 – February 21
March 2 – April 11
April 21 – May 30
June 9 – July 8

ACADEMIC CALENDAR: *CVT PROGRAM*

Term 1: May 20 to August 9, 2024
Term 2: September 3 to December 9, 2024
Term 3: January 13 to April 18, 2025

Student Resources

STUDENT HANDBOOK

Enrolled students have online access to the Student Handbook which contains the policies of the College. Excerpts from selected policies are included in this catalog to help prospective students make informed enrollment decisions. Academic policies apply equally to all students and faculty on campus and in clinical settings. Print copies of policies and/or a copy of the handbook may be requested from the College Registrar.

STUDENT ADVISING

The College provides ongoing academic advising by program faculty to students from entry into a program of study until graduation or withdrawal. The academic advisor, assigned in the student's first semester, meets minimally once/semester, to monitor the student's academic progress and to serve as a resource for students experiencing academic difficulties. The academic advisor serves as a mentor and resource for academic assistance in areas such as: learning strategies (goal setting, study skills, time management strategies, testing strategies, note-taking skills, etc.); clarification of academic and institutional policies; career development; and referrals to the Riverside Student and Employee Assistance Program if personal issues are impacting academic performance. In distance education programs, the academic advisor assists students with course selection, ensures that technology is not a barrier or dissatisfier for students, and verifies that students are making satisfactory academic progress.

CAREER AND EMPLOYMENT INFORMATION

The College affords all students career advising, career planning, and opportunities to attend job placement events in coordination with Riverside Health's Talent Acquisition Center prior to graduation. The College does not guarantee employment.

FACULTY ACCESS

Students have access to their course faculty for academic and/or course advisement at times that are outside regularly scheduled class hours. Faculty contact information and office hours are published on course syllabi and in the learning management system. Faculty typically respond to student contacts within two business days.

MALPRACTICE INSURANCE

As a sponsor of the College and its' students, Riverside Regional Medical Center covers malpractice claims against students under the hospital's professional malpractice insurance policy. However, because that policy only covers alleged acts of malpractice during the normal scope of student clinical practice, it is recommended that the student obtain their own supplemental malpractice insurance.

DISABILITY SUPPORT SERVICES (DSS)

The College provides accommodations to qualified students with disabilities. DSS assists qualified students in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities. Students who seek reasonable accommodations should notify DSS of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Accommodations are not retroactive but are effective only upon the student sharing their approved accommodations letter with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the DSS Coordinator to allow for time to gather necessary documentation.

Students who require the use of a service animal should contact DSS to discuss restrictions prior to bringing the animal to campus. Students with service animals may be ineligible to apply to some College programs due to the clinical requirements of the program. Comfort animals (animals not individually trained to work as a service animal) are restricted from campus and all clinical areas.

STUDENT ORGANIZATIONS

Each admitted class has the option to elect its own class representatives. Information regarding membership to the following organizations is available from the Program Directors:

- CVT students—The Society of Diagnostic Medical Sonography (SDMS) and The American Institute of Ultrasound in Medicine (AIUM)
- PTA students—APTA (American Physical Therapy Association)
- PN students—NAPNES (National Association of Practical Nursing Education and Service)
- RC students—AARC (American Association for Respiratory Care)
- RN students—National Student Nurses Association
- RT students—ASRT (American Society of Radiologic Technologists)
- ST students—AST (Association of Surgical Technologists)

The College holds regularly scheduled Student Advisory Council meetings where the students are provided an open forum for discussion with college leadership. A history of recommendations and follow-up actions is maintained and available to students for review. Student feedback is also solicited during exit interviews and surveys. Students indicate satisfaction with the physical campus and available resources. Student and faculty feedback assists in identifying areas of concern and provide direction for strategic planning.

Academic Policies

SEMESTER LENGTH AND CREDIT DEFINITION

Pre-Nursing and Pre-Allied Health semesters follow traditional academic semesters – Fall / Spring 16 weeks and Summer 8 weeks. Day Division Nursing & Allied Health Programs' Spring and Fall semesters are 16 weeks in length and Evening/Weekend Division Nursing Programs' Spring and Fall semesters are 23 weeks in length. Day Division Allied Health summer semester lengths vary by program. Clock-hour programs follow the College's term lengths; however, financial aid is based on payment periods which may require the combination of terms to meet total clock-hour requirements. In degree-granting programs, semester-hour credits are earned as follows:

- Lecture 15 clock hours = 1 credit hour
- Skills Laboratory 45 clock hours = 1 credit hour
- Clinical 45 clock hours = 1 credit hour

In non-degree-granting programs, credits are not awarded.

The Nurse Aide Program does not follow the College's standard semester schedule. This Program offers a Day Program that is 6-weeks in length and an Evening/Weekend Program that is 10-weeks in length. The Nurse Aide Program is a certificate program that does not confer academic credit.

STUDENT EMPLOYMENT

Students enrolled in "Earn-and-Learn" programs must wear their student badge during clinical experiences and perform responsibilities within their student scope and according to the clinical objectives. Students who are employed in positions other than approved "Earn-and-Learn" programs will not represent themselves as students during their employment hours and may not substitute clinical experience received during the time of employment for clinical experience required by the program.

CLINICAL AND PRACTICUM EXPERIENCES

All programs include a clinical or practicum component within the curriculum that must be completed prior to graduation. These are scheduled experiences that are monitored by an instructor to ensure attainment of expected learning outcomes. During these experiences, students are not used to provide labor or replace permanent staff. Nametags or other means of identification are used while students are performing services related to their training. Clinical rotations and practicums vary in location and students are required to provide their own transportation to and from class and clinical or practicum sites.

ATTENDANCE*

Specific attendance requirements for each program of study are published in the student handbook and course syllabi. To achieve the educational goals of the designated program of study, consistent attendance for all learning experiences is an expectation. Absences interfere with the student's ability to achieve course and curriculum outcomes. Absences are documented and reviewed to determine if disciplinary action is warranted. Students may refer to the College's Academic Calendar which includes all designated student breaks and

Academic Calendar which includes all designated student breaks and disciplinary action is warranted. Students may refer to the College's Academic Calendar which includes all designated student breaks and holidays. **RN-to-BSN Program attendance requirements, see page. 11.*

PREGNANCY

Pregnant students are encouraged to notify Disability Support Services if they have concerns about their ability to fully participate in class, lab, and/or clinical experiences or to meet the academic requirements of the program. (For program-specific information, see: Radiologic Technology, page 32; Surgical Technology, page 36.)

GRADING AND PROMOTION

The College has established policies for grading and promotion. Testing, class participation, completion of assignments, attendance, clinical competencies, and observation determine the scholastic rating of each student. Grades are available to students in the learning management system throughout the semester. Final grades are posted for student review in the student information system at the end of the semester. The table below explains how grades are assigned.

Letter Grade	Numerical Grade	Quality Point Value Per Course Credit Hour
A	96-100	4.0
A-	94-95	3.7
B+	91-93	3.3
B	89-90	3.0
B-	86-88	2.7
C+	83-85	2.3
C	80-82	2.0
MC	80	2.0
C-	<80	0
D+	<80	0
D	<80	0
D-	<80	0
F	<80	0
S*	Satisfactory	0
U*	Unsatisfactory	0
I*	Incomplete	0
AU*	Audit Only	0
EX*	Exempt Course	0
W*	Withdrew (no grades)	0
WP*	Withdrew Passing	0
WF	Withdrew Failing	0

**Not included in GPA calculation*

CLINICAL WORK DURING ENROLLMENT

The College recognizes a student's right to attain employment. Enrolled students who are employed may not represent themselves as students during hours of employment. They may not wear their student uniform or student identification badge.

Academic Policies, continued

STUDENT RIGHTS & RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:

- Receive a quality education,
- Access to faculty, academic technology, classrooms, library, and other resources necessary for the learning process,
- Learn in a safe environment,
- Receive clear policies and procedures,
- Receive fair and impartial evaluation based on academic and clinical performance,
- Be given course syllabus, objectives, criteria, and expected outcomes for determining success,
- Be given information regarding their progress in the course,
- View their grades when finalized and discuss their grades with faculty upon request,
- Provide input about educational process and participate in course and program evaluation,
- Be treated fairly without discrimination or harassment,
- Grieve violations of policy,
- Privacy in academic affairs, student records, student meetings, and personal/health information,
- Be informed and review information contained in their records, Reasonable ADA accommodations according to ADA law,
- Discuss grievances or receive due process on matters of concern to students,
- Appeal judgments and to take reasoned exception to information, data or views offered during the course of study,
- Study, work and interact in an environment of professionalism and of mutual trust and respect,
- Receive academic advising.

STUDENTS HAVE THE RESPONSIBILITY TO:

- Engage in independent learning,
- Exercise freedom to learn in a manner that respects the rights of others,
- Behave in a respectful, professional manner with peers, faculty, staff, and visitors,
- Uphold the Honor Code and follow all codes of conduct established by the College,
- Develop and enhance the capacity for critical judgment,
- Maintain standards of academic and clinical performance established for each course of study undertaken,
- Meet the minimum technology specifications as defined in this Catalog,
- Complete the technology training requirements on the New Student Orientation site in the learning management system,
- Make and keep appointments with faculty and staff,
- Check communications from faculty and administration on a daily basis and respond in a timely manner as requested,
- Review and adhere to the Policies and Procedures of the school,
- Respect the resources and property of the school,
- Uphold and maintain academic and professional honesty and integrity,
- Maintain and regularly monitor their student account,
- Facilitate the learning environment and process of learning including attending class regularly, being prepared for class, and completing class assignments.

METHODS OF INSTRUCTIONAL DELIVERY

Each program's curriculum meets or exceeds their corresponding accrediting body requirements, standards set by the Commonwealth of Virginia, and are designed consistent with other similarly accredited and approved programs. Many program courses are residential, delivered on-site with web enhancement via our learning management system. Courses with an online component are designated as either blended (some online content) or fully distance (all online). Students enrolled in distance learning courses, or the online portion of a blended course, are expected to actively participate in the course through academic engagement activities and substantive interaction with their faculty. Instructors track engagement and regularity of interaction through the monitoring of students' activity in the learning management system. Pre-Nursing and Pre-Allied Health general education courses delivered by Geneva/Portage are fully distance.

Course descriptions in each program identify the method of delivery. All programs use a variety of teaching approaches designed to ensure interaction among faculty and students. Instructional strategies have been determined as appropriate by faculty to meet identified content outcomes and are referenced in course syllabi. Examples of instructional strategies include lecture, case studies, demonstrations, group projects, online discussion, computer simulations, clinical skills laboratory activities, and direct patient care.

Academic Policies, continued

ACADEMIC PROGRESSION

SATISFACTORY ACADEMIC PROGRESS (SAP)

9Academic progression and eligibility for federal financial assistance within any Riverside College of Health Science’s program is dependent on the student maintaining satisfactory academic progress or SAP. SAP is determined by both qualitative (grade-based) and quantitative (pace of program completion) standards. The student’s eligibility for federal financial assistance programs may be affected by failure to meet quantitative and/or qualitative SAP standards.

Qualitative criteria reviewed at the end of each program’s term (or payment period as applicable for click-hour programs) include the student’s cumulative program grade point average (CGPA) of 2.0 or greater and their ability to practice safely within clinical and laboratory settings. The Quantitative standard of SAP is dependent on the student’s ability to complete a program of study within a maximum timeframe. The College conducts a quantitative evaluation at the end of each program-defined term by dividing the total number of credit hours the student has successfully completed by the total number they have attempted. To comply with SAP, students may not fall below the minimum % of credits completed in a program as demonstrated on the SAP Pace of Completion Table. This review ensures the student is progressing at a pace that will allow completion of the program within the specified maximum program length.

SAP PACE OF COMPLETION TABLE
(See Program-Specific Curriculum Plans for number of Academic Credits in each Program Term)

# of Credits Attempted	% of Credits Completed
6-15	45%
16-30	50%
31-45	60%
45+	67%

Students in clock-hour programs must successfully meet both the clock hours and weeks of instructional time required for each payment period as detailed on the program curriculum and College attendance policy. Student progress is monitored to ensure the ability to complete the program within the maximum timeframe specified for the clock-hour program in the Interval Table below. Courses not satisfactorily completed within a term may result in the student’s inability to complete the program within the maximum allowable timeframe. A student is ineligible to continue the program when it becomes mathematically impossible for them to complete the program within the maximum allowable program length by credits or weeks, as provided in the SAP Evaluation Interval Table below. All periods of a student’s enrollment count when assessing progress, even periods in which the student did not receive federal financial assistance. Leaves of absence do not count towards the assessment of SAP and maximum timeframe.

SAP EVALUATION INTERVAL TABLE

(See Program Curriculum Plans for descriptions of Program Terms or Payment Periods)

Program	RCHS Program Length	Maximum Allowable Timeframe (rounded down to nearest whole number)	Minimum Evaluation Intervals	
Fully Distance Credit-Hour Program:				
RN-to-BSN	120 credits	180 credits	End of each Program Term (including summer sessions)	
Blended DAY Division Credit-Hour Programs:				
Professional Nursing	72 credits	108 credits		
Physical Therapist Assistant	82 credits	123 credits		
Radiologic Technology	85.5 credits	128 credits		
Respiratory Care	120 credits	180 credits		
Surgical Technology	81.5 credits	122 credits		
Blended EVENING & WEEKEND Division Credit-Hour Programs:				
Professional Nursing	72 credits	108 credits		
All Clock-Hour Programs:				
Practical Nursing - Day	40 weeks	60 weeks	End of each Program Payment Period ^A	
Practical Nursing - EW	58 weeks	87 weeks		
Cardiovascular Technology	40 weeks	60 weeks		
Residential Program INELIGIBLE for Federal Financial Assistance due to short program length:				
Nurse Aide	174 clock hours	261 clock hours	DD: Completion of Week 3 EW: Completion of Week 5	

^AClock-hour programs minimum evaluation interval for RCHS is defined as the point when student’s scheduled hours for the payment period have elapsed, regardless of attendance.

Academic Policies, continued

Both qualitative and quantitative criteria are evaluated by the Program Director and reviewed by the Financial Aid Coordinator at the end of each program-defined term or payment period when final course grades are posted.

COURSE FAILURE OR WITHDRAWAL

With the exception of students in the RN-to-BSN Program, when a student fails or withdraws from a course after the Add/Drop date, they will not be permitted to progress in the program of study until the course is repeated successfully. This may impact the pace of program completion – the quantitative SAP standard for that student. For students in all programs, failed courses must be completed prior to enrollment in courses for which the failed course is a prerequisite. The College does not offer remedial or developmental courses.

Students enrolled in an associate degree nursing program and taking courses concurrently in the RN-to-BSN Program are considered enrolled in the RN-to-BSN Program for the purpose of College policy and SAP calculation. Therefore, program and College policies that apply to a student enrolled in the RN-to-BSN Program also apply to concurrent students. Concurrent students must maintain a CGPA of ≥ 2.0 in the courses they are taking in the RN-to-BSN Program to continue taking courses in that program.

When a student enrolled in an associate degree nursing program is taking courses concurrently in the RN-to-BSN Program and fails two RN-to-BSN courses, the student will not be permitted to continue taking concurrent courses in the RN-to-BSN Program. The student must complete their nursing program, pass the licensure examination, and apply for admission to the RN-to-BSN Program. The student must meet all the RN-to-BSN admission criteria. Admission is not guaranteed. Failed courses must be completed successfully before the student will be permitted to continue in the program.

Students who withdraw passing from a core course prior to course completion but after the Add/Drop date will have a WP notation recorded on their transcript. The grade for students who withdraw from a core course with a failing grade prior to course completion but after the Add/Drop date will be included in CGPA calculation. A grade of W^o is awarded to students who withdraw from a Portage course on or before to the published midpoint date. After this date, the student will receive a grade of “F”. No grade will be included in the CGPA calculation for students who withdraw from a course after the Add/Drop date and before any grades were posted. Exceptions to this policy may be made under mitigating circumstances. Students receiving financial aid or military/

veterans’ benefits who withdraw from courses may be subject to changes in their funding that may create a debt to the college. The student should contact the financial Aid office to determine the financial impact.

Students who withdraw must complete the Student Exit Process. If a student does not comply with the policy for student withdrawal, the official withdrawal date will be based upon the last known date of attendance which is the last day a student had a documented academically related activity, the student may be ineligible for readmission to the College, and official transcripts may be withheld. When a student withdraws from a program due to an approved medical necessity, the student’s SAP will not be impacted. (*Documentation of medical necessity will be required and must be approved by the College Disability Officer.*)

REPEATED COURSE AND INCOMPLETE (I) COURSE GRADE

An incomplete grade (I) is given by the course faculty when the student is unable to complete course requirements due to serious illness, pregnancy, personal or declared emergency. Course work must be completed by the start of the next term but not to exceed 30 calendar days from the end of the previous term. If the course work is not completed within the allotted time frame, the “I” grade automatically becomes an “F”. Students who fail a course and are able to repeat the course within 180 days may apply for approval of a leave of absence (LOA). The grade for a repeated course will replace the original failing grade. Students who fail a course(s) and are unable to repeat it within 180 days because the course(s) they need are not offered or space will not be available will be withdrawn from the program and will complete the exit process. To reenter the program within 12 months from the last date of attendance, the student must complete the readmission process.

Students in credit-hour programs repeating a course, or making up an incomplete course grade, may be eligible to continue receiving federal financial assistance if the following conditions are met:

1. The student has a CGPA of 2.0 or higher (qualitative SAP standard);
2. The student continues to be on pace to complete the program within the maximum program length (quantitative SAP standard); and/or
3. The student meets the defined minimum enrollment standard required of the federal financial assistance program.

Students in clock-hour programs are not eligible to receive financial aid for a repeat of a failed course.

Academic Policies, continued

TRANSFER CREDIT

Credits to be considered for transfer are accepted upon initial application. All posted transfer credit hours that are applicable to the student's current program of study are subject to being counted for Quantitative SAP purposes (credits attempted toward maximum program length calculations). When students are granted transfer credit for courses taken at another institution or in another Riverside College of Health Sciences program, consideration of the total number of semesters still needed or remaining within the specific program will be evaluated by the Registrar. This evaluation will determine a baseline related to the student's ability to complete the program within a maximum allowable program length by credits, as provided in the SAP Evaluation Interval Table. After enrollment, the transferred student will be evaluated for ability to maintain the minimum percent of credits completed in a program as demonstrated on the SAP Pace of Completion Table. Students seeking transfer credit for completed Riverside College of Health Sciences courses must meet with the Registrar 60 days prior to the desired semester start date.

FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS (SAP)

To assist students, the College has academic standards designed to provide early identification of students who are experiencing academic difficulty and to provide timely intervention through academic advising and academic support. Students who fail to meet the Qualitative and Quantitative standards of SAP will be placed on Financial Aid Warning. The student may be granted a "warning" term or payment period during which time financial aid can be received. At the conclusion of the warning period, the student must be in full compliance with the SAP policy. If at the end of the warning period the student still does not meet the SAP standards, the student will be ineligible for financial aid in the next period and is placed on Financial Aid Suspension. (NOTE: There is no "warning" period if a student fails to complete their program within the maximum program timeframe). If a student has been placed on financial aid suspension due to SAP failure and does not appeal or the appeal is not approved, the student will remain on suspension until requirements of SAP (both qualitative and quantitative) are met. The College may at any time dismiss a student when the student's academic performance or other behavior is unsatisfactory or has become disruptive to the academic mission of the College.

APPEAL OF SAP FAILURE

When a student becomes ineligible for financial aid, they have a right to appeal the suspension of their financial aid based on

extenuating circumstances beyond their control that prevented them from satisfying the SAP requirements. Students must state in their written appeal why they failed to meet SAP standards and what has changed to enable their success during the upcoming term. **All appeals must be submitted in writing and documentation must be provided.** SAP appeal decisions are determined on a case-by-case basis by the Financial Aid office. Extenuating circumstances beyond a student's control include, but are not limited to:

- Serious illness or medical emergencies of the student or their immediate family
- Death of an immediate family member or caregiver
- Domestic violence
- Involuntary call to active military duty, including National Guard and first responders in disaster situation
- Other extraordinary/emergency situations and life changing events.

The following situations are not considered extenuating circumstances beyond the student's control:

- Incarceration
- Voluntary pause, lapse, or termination of employment
- Voluntary employment overtime
- Being irresponsible or not understanding the SAP requirements.

An appeal should be submitted no later than three weeks prior to the upcoming applicable term or payment period for consideration. Appeals without supporting documentation will not be approved. Students will be notified within two weeks of the final decision of the appeal through the student's College email address. A student whose appeal has been approved for Probation (see below) will initiate and sign a SAP Academic Plan with their Program Director, and return a signed copy to the Financial Aid Office. While on an approved appeal, the student must maintain good standing. An appeal approval does not extend the maximum program length limits.

FINANCIAL AID PROBATION

The status of Financial Aid Probation may be assigned to a student who is failing to make satisfactory academic progress but has successfully appealed the SAP Failure. Eligibility for aid may be reinstated for one or more payment periods and the student will be placed on an academic plan for the entirety of the reinstatement period. Upon appeal, if approved to attempt credits or hours in order to graduate from the student's current program, all classes must be successfully completed, or the student will no longer be eligible for financial aid. If the student changes to another program

Academic Policies, continued

and has not completed the program for which the appeal was approved, the student will no longer be eligible for financial aid in either program and will not be considered for further SAP Failure appeal.

FINANCIAL AID PROBATION – SAP ACADEMIC PLAN

The requirements of the SAP Academic Plan will vary depending on the student's specific academic history. In general, students who are approved for Probation will be required to successfully complete all attempted credits and earn at least a 2.0 term GPA in each subsequent term of enrollment until they return to Good Standing. If upon review, at the end of the probation term, the student has not returned to good standing, but has met the requirements of the SAP Academic Plan, the student will continue on probation and the academic plan for the subsequent term of enrollment.

Students will not be allowed to change programs of study while on a SAP Academic Plan. Therefore, if a change of program is contemplated, it must be done in conjunction with the signing of the original SAP Academic Plan. After the Academic Plan is achieved and the student has met the SAP requirements, the documented evaluation of the plan must be signed by the Program Director and returned by the student to the Financial Aid Office. Students should sign and return the completed Academic Plan Evaluation within three business days of receipt.

LEAVE OF ABSENCE (LOA)

The purpose of an LOA is to provide the student with an opportunity to temporarily interrupt their academic studies without completely withdrawing from the program or negatively affecting their SAP, including their ability to complete the program within the maximum program length. Students may request an LOA for reasons including but not limited to serious medical problems; pregnancy; military duty; death of an immediate family member ("Immediate family member" is limited to mother, father, brother, sister, husband, wife, child, grandchildren, grandparents, mother-in-law, or father-in-law); or to remediate underlying problem(s) producing poor academic performance.

To be eligible for an LOA while waiting to repeat a course, the student must be able to reenroll in the course(s) within 180 days from the last date of attendance. Eligibility is predicated on the course(s) being offered and space availability. LOA is not treated as a withdrawal from the program. To be eligible for an LOA during a term due to serious illness or emergency, the student must expect to return prior to the end of the term. Approved LOAs must have a beginning and return date. If the student does not return on or before the approved return date, the student will be withdrawn by the Registrar and must apply for readmission.

All LOA requests must be approved by the Program Director. The LOA status must not exceed 180 days within any 12-month period. Students must submit their LOA request in writing and approval requires the student's financial account to be paid in full. All loans and grants will be returned as appropriate to parties or disbursements rescheduled for the term of an approved LOA. No monetary charges or accumulated absences

will be assessed to the student on approved LOA. If the student does not resume attendance on or before the approved return date, the student will be withdrawn from the program and the last documented date of attendance will be used for refund purposes.

READMISSION

A student who has officially withdrawn from a Riverside program of study may be eligible for readmission. Applicants for readmission must meet all current admission criteria and reapply. Placement will be determined based on eligibility and space availability. A student academically dismissed from an RCHS program may apply for admission to another RCHS program. To request readmission to a program following an academic dismissal from that program, all students, except those dismissed from the Nurse Aide Program, must show success in another health care credentialed program with a minimum length of one year. The student must appeal to the Academic Dean for consideration of re-enrollment.

Students academically dismissed may not apply for readmission to the same program for a period of three years following the academic dismissal. The student dismissed for unsafe practice and/or disciplinary reasons will be denied readmission to any Riverside program of study. A student who has officially withdrawn from a Riverside College of Health Sciences program of study will be ineligible for readmission if unable to complete the program within a maximum allowable program length by credits or weeks, as provided in the SAP Evaluation Interval Table.

EXTENDED ENROLLMENT STATUS

Students who have met their qualitative SAP standard (CGPA of 2.0 or greater and safe clinical practice) but have failed to complete their program of study within the specified maximum program length may petition the Program Director for approval to complete their studies in an extended enrollment status. While on extended enrollment status, the student is not eligible to receive financial assistance and will be responsible for all costs incurred. The student must make acceptable financial arrangements with Student Services in order to continue in the program. The student must complete and pass all attempted courses within the extended enrollment status. Any course failure or withdrawal will result in immediate program dismissal.

ACADEMIC DEFICIENCY NOTIFICATION

Students will receive an Academic Deficiency Notification when their academic performance during a course is unsatisfactory. Criteria for placing a student on Academic Notification include testing average below C (80%), attendance or tardy issues, conduct issues, and unsatisfactory laboratory or clinical performance. A [Plan for Improvement](#) that details specific measurable strategies for academic recovery will be developed and implemented. This may include but is not limited to requirements such as mandatory remediation and tutoring.

Academic Policies, continued

ACADEMIC DISMISSAL

A student is a candidate for academic dismissal from the program of study under any of the following circumstances:

- the student fails a course,
- the student fails a Mastery Exam,
- the student's CGPA is less than 2.0,
- the readmitted student fails a course.
- unsafe practice (laboratory or clinical).
- encumbrances prevent the completion of programmatic requirements including but not limited to ineligibility for licensure, certification, or employment.
- the student is unable to complete the entire program within the maximum 150% of program length.
- cheating, plagiarism, and violations of the Attendance Policy.

A student is automatically dismissed from the program of study under any of the following circumstances:

- the student fails the same course twice,
- the student displays serious or repeated unsafe practice (laboratory or clinical),
- the student fails or withdraws from a course while in extended enrollment status.

The student record will document that the student has been dismissed from the program. Students dismissed from an academic program will be instructed to complete the exit process.

GRIEVANCE, APPEAL, AND PROGRAM COMPLAINTS PROCESS

The College provides a mechanism through which students have the ability to address and receive fair consideration regarding issues of an academic and non-academic nature. Students receive ongoing communication regarding performance. Students will not be subject to adverse actions as a result of initiating a complaint. When the student has a complaint or concern, the student is encouraged to attempt informal resolution with the course faculty or staff member concerned. In the event that informal complaint resolution is unsuccessful in resolving the student's concern, the student may file a grievance with the Program Director. Students have the right to grieve perceived unfair, capricious or discriminatory grading, complaints of discrimination and/or harassment, and issues related to ADA accommodations. The student has three business days to submit a written grievance statement to the Program Director after the informal resolution process with course faculty has failed or the student has received notification of course failure or dismissal. The Program Director will meet with the student within two weeks of receipt of the written grievance or as soon thereafter as agreed upon by both parties. The Program Director after considering the student's grievance will decide based on the nature of the grievance and College policy.

Students may also appeal a decision of the Program Director related to academic progression, disciplinary actions, failure of the program to follow College policy, and academic program dismissals when the program failed to provide notification that academic or performance issues may result in failure and/or dismissal or failed to provide remediation as appropriate for performance deficits. In such an event, the student may appeal the Program Director's decision to the Student Evaluation Committee. This Committee provides a vehicle for student appeals of decisions relating to their academic performance and to address behavioral issues. The Student Evaluation Committee is responsible for rendering decisions based on its findings and assigning disciplinary sanctions up to and including dismissal from the program. Finally, an appeal review by the College President may be requested by the student. The decision of the College President is final.

To file a formal complaint against the College, academic program, or college employees, the student complainant may submit the complaint via email to the compliance hotline at: compliance@riverside.edu. Complaints which cannot be resolved by direct negotiation with the College in accordance with its written appeals policy may be filed with the following agencies:

1. Accrediting Bureau of Health Education Schools (ABHES) is the College's institutional accreditor. To file a complaint with ABHES, contact <https://complaintsabhес.com/>.
2. State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street, 10th Floor, James Monroe Building
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604
3. The College recognizes SCHEV as Virginia's State Authorization Reciprocity Agreement (SARA) Portal Entity as the oversight agency assigned to resolve complaints from students taking distance education under the aegis of SARA.
4. The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for veterans in Virginia. Their office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact their office via email ssa@dvs.virginia.gov. *GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at <http://www.benefits.va.gov/gibill>.*
5. Student concerns, complaints, and appeals may also be filed with program specific accreditors, governing agencies, the federal government's Office for Civil Rights (OCR), and/or the U.S. Department of Education.

Academic Policies, continued

TECHNOLOGY REQUIREMENTS

CANVAS LEARNING MANAGEMENT SYSTEM

All enrolled students are required to have access to a computer with reliable Internet connection with audio and video capability (webcam and mic built in or external components). The College uses Canvas as its Learning Management System for coursework and communications. To ensure you have the appropriate technology to access and work within Canvas, please visit this [LINK](#) to review the technology requirements for Canvas.

RESPONDUS LOCKDOWN BROWSER AND RESPONDUS MONITOR

In addition, some courses use the Respondus Lockdown Browser for exams, for which a strong internet connection is needed. For system requirements for Respondus LockDown Browser, please visit this [LINK](#).

It is strongly encouraged that students use a desktop or laptop computer running Windows or macOS when taking exams. Devices such as iPads and Chromebooks may be sufficient, but some Android and Windows tablets may not be compatible with Respondus LockDown Browser.

You also are required to use Respondus Monitor with a webcam, which will record you during an online exam. For system requirements for Respondus Monitor, please visit this [LINK](#). Your computer must have a functioning webcam and microphone. A webcam (built-in or external) is used to validate the testing area with a 360-degree environment scan. We understand that desktops create a challenge in regard to the environment scan; however, a 360-degree view of your surroundings and showing your full desk space is a *requirement* for your courses. If you have a very large desktop monitor that is unable to fulfill this requirement, it may be necessary to purchase an external webcam. Instructions on downloading and installing this browser will be given at the start of your courses.

INTERNET REQUIREMENTS

To view the video lectures we highly recommend using a high-speed internet connection.

For exams, the LockDown browser will require high-speed internet connection to avoid exams being locked. Primary cause for a LockDown Browser issue is brief internet connection interruption or multiple devices using the same network, such as gaming, cause overcrowding on the router, which will affect the performance of the LockDown Browser. Additionally, a private computer is required for exams as a public and/or employer device will not allow for downloading the required software.

ADDITIONAL TECHNOLOGY REQUIREMENTS

All students are encouraged to follow these basic technology requirements:

- *Computer should not be more than 5 years old.*
- *Most current version of Browser. Google Chrome is the recommended browser for all college online activities.*
- *Reliable broadband connection (cable modem, DSL, etc.)*
- *Computers must have video and audio capabilities.*
- *Capability to view, create, and save documents (Microsoft Office 365 is available exclusively to our students—see learning management system for details)*
- *Current anti-virus and anti-spyware applications that are updated regularly.*

Mobile devices may or may not have the capabilities that a computer or laptop have. It is the student's responsibility to ensure that they have what is minimally required to be successful in the program. Upon acceptance, students are provided unique secure login information (username and password) and instructions for accessing their schedules and orientation materials. During New Student Orientation, students will complete a technology orientation which includes a computer literacy assessment and hands-on training as needed. The RN-to-BSN program online orientation is outlined in their Acceptance Package.

GRADUATION REQUIREMENTS*

Eligibility for graduation is based upon successful completion of all phases of the course of study. Students must satisfy the following minimum requirements prior to graduation:

- Complete each course with a minimum grade of 80%.
- Successfully achieve all required clinical hours & competencies.
- Complete all General Education Pre- and Co-requisite courses.
- Return all materials belonging to the College including books borrowed from the College or checked out from the Library.
- Return pictured identification badge.
- Return dosimeters (Radiologic & Surgical Technology Programs).
- Satisfy all financial obligations to the College, to include all tuition, fees, and library fines and financial aid exit counseling if applicable.
- Complete Graduate Exit process, including Exit Interview with the appropriate Program Director or designee.

**Additional Graduation Requirements for the RN-to-BSN Program are listed on page 13, and for the Respiratory Care Program on page 25.*

Administrative Disclosures

RIGHT-TO-KNOW

The following information is provided with regard to the federal Student Right to Know Act, and Campus Sex Crimes Prevention Act. [Ed.gov websites frequently contain information that reflects prior years' data.]

- Graduation and licensure/certification pass rates may be obtained from the Office of the Registrar (757-240-2233, our website page at www.riverside.edu or at: www.nces.ed.gov/Collegenavigator/?id=233408
- Campus Crime Statistics are available upon request from the Office of Registrar (757) 240-2233 or at: <http://ope.ed.gov/security/GetOneInstitutionData.aspx>
- State information of registered sex offenders may be obtained at: <http://sex-offender.vsp.virginia.gov/sor/>
- National Center for Education Statistics (General Information, Characteristics, Enrollment, Financial): http://www.nces.ed.gov/globallocator/col_info_popup.asp?ID=233408
- Financial Aid information is available upon request from the Financial Aid Coordinator at (757) 240-2231/2232.

TRANSFERABILITY

Courses, diplomas, certificates, or degrees completed at Riverside College of Health Sciences are not guaranteed to transfer to other schools because such transferability is solely at the discretion of the receiving school. AAS and AOS degrees are terminal degrees, and these degrees are generally not applicable to other degrees. However, several local schools do articulate with Riverside College of Health Sciences and offer transferability for continuing education. See the Program Director for specific information regarding your field of study.

TRANSFERRING FROM ANOTHER NURSING OR ALLIED HEALTH PROGRAM

Transfer of credit for College courses is evaluated on an individual basis. Transfer credit will be awarded if the courses are taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA). The College does not provide credit for experiential learning unless it has resulted in recognized healthcare licensure or certification.

Discipline-specific courses considered for transfer credit must have been completed within the last three (3) years with a minimum grade of 80% required. A grade of C or higher is required for general education courses that are prerequisites for a program of study. The

individual requesting to transfer course credits into a College program will contact Admissions to begin the transfer application process. Transfer requests will include:

- Completed Request for Transfer Evaluation Form
- Transfer Evaluation Fee
- Course Syllabi for each course being evaluated from previous program
- Official Transcripts from previous courses of study (retained for 5 years)
- School Course Catalog
- Letter of Recommendation from the Director/Dean of the current or former program of study.

An applicant conference with the Program Director or designee may be necessary to determine placement. If testing is necessary to determine placement, a fee will be charged per test. For discipline-specific courses, a list of clinical competencies achieved must be provided preadmission. Validation of clinical competency in an area previously mastered may be required at the discretion of the individual Program Director and fees may apply.

The College does not award life or work experience credit. The applicant will be notified in writing of the transfer evaluation and recommendation for placement. Enrollment will be based on space availability. All students transferring credits will be required to complete a minimum of 50% of the Riverside program. If, after transfer status evaluation, the applicant elects to apply to the program, they will complete the application procedure outlined as applicable.

TRANSCRIPTS

Transcripts will not be released to any third party without written consent from the student except as allowed by Family Educational Rights and Privacy Act of 1974 (FERPA). To request a transcript, call the Registrar at 757-240-2233 or download the request form from the College website at www.riverside.edu. A form must be completed for each request. Processing time for transcripts is 7-10 business days.

Official transcripts will not be released to persons who are considered not to be in good standing, or to students failing to respond to communications from the College. Transcripts will not be faxed under any circumstances. Transcripts requested for pick-up will not be kept past 30 days. Unofficial transcripts are available to enrolled students through the Student Information System.

Administrative Disclosures, continued

ADVANCED PLACEMENT

The College provides an opportunity for Advanced Placement within the Professional Nursing Program. All other educational programs within the College will evaluate transfer credit as stated within the “Transferring from Another Nursing or Allied Health Program” section. No other Advanced Placement opportunities are provided.

DIRECTORY INFORMATION

Directory information may be released to individuals and/or agencies outside the College unless the student has requested in writing that the information be withheld. The College designates the following items as Directory Information: name, address, telephone number, gender, email address, date and place of birth, program of study, dates of attendance, expected graduation date, enrollment status, diplomas/certificates and awards received, previous educational institution(s) attended, College generated identification numbers, provided these cannot be used to breach

students’ personal security, photography, and participation in officially recognized activities. The National Student Clearinghouse provides enrollment verification and deferment reporting on financial aid students to the education finance industry and the Department of Education based on enrollment information provided by the College. Monthly uploads of directory information may also be provided to the U.S. government’s CMS database (Centers for Medicare & Medicaid Services) and other internal or external auditors as requested.

ACCESS TO RECORDS

Under the Family Educational Rights and Privacy Act of 1974 students have legal access to their files. Students have the opportunity to review their cumulative record by submitting a written request to the Registrar. The policy and procedure for access are available in the Student Handbook.



Pictured: Students relaxing on campus

Administrative Disclosures, continued

NONDISCRIMINATION POLICIES

It is the policy of Riverside College of Health Sciences to maintain and promote equal educational opportunity without regard to race; age (except where age is a bona fide clinical requirement); color; sex; gender identity or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; pregnancy, childbirth or related medical conditions; genetic information; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 and the Rehabilitation Act Amendments of 1992, Section 504; the U.S. Department of Justice's revised final regulations implementing the ADA; Va. Code (annotated) § 51.5-44; protected activity; or any legally protected status in its educational programs or activities. Inquiries concerning this policy should be addressed to the College Disabilities Officer who can be reached at (757) 240-2203. The campus is handicap accessible.

The College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including recruitment, admission, progression, graduation, employment, and withdrawal process/policies or in any other activity affecting students. The College's non-discrimination policy can be located at <https://www.riverside.edu/resources/policies-and-disclosures>. The College's Title IX grievance procedures can be located at <https://www.riverside.edu/resources/file-a-complaint>. For inquiries about Title IX or to report information about conduct that may constitute sex discrimination, or make a complaint of sex discrimination under Title IX, please contact the school's Title IX Coordinator at TitleIXCoordinator@rivhs.com.

Discrimination complaints may also be filed with the Office for Civil Rights (OCR) at <http://orcas.ed.gov/contact-ocr>. Prior to filing a complaint with OCR against an institution, a potential complainant should use the institution's grievance process to attempt complaint resolution. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process.

TITLE IX, EDUCATION AMENDMENTS OF 1972

The College does not discriminate on the basis of sex in employment practices for faculty and staff, nor does it discriminate in its educational programs or student activities. The College's Title IX Coordinator is responsible for ensuring that the College maintains an environment for students and employees that is free from unlawful sex discrimination or harassment in all aspects of the educational experience, including admissions, financial assistance, academics, extracurricular activities, and administrative policies and procedures. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. Inquiries concerning gender equity/discrimination may be addressed to the Title IX Coordinator by calling (757) 240-2202 or at: TitleIXCoordinator@rivhs.com.

TITLE VII, CIVIL RIGHTS ACT OF 1964

Riverside College of Health Sciences seeks to employ individuals and admit students without regard to race; age (except where age is a bona fide clinical requirement); color; gender or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973, Section 504; or any other factor prohibited by law in its educational programs or activities. The College extends to those individuals all the rights, privileges, activities, and programs made available to employees and students.



Pictured: Ruby Pope Drumm Health Sciences Library

Administrative Disclosures, continued

THE REHABILITATION ACT OF 1973, SECTION 504

The College does not discriminate against faculty, staff, students, or applicants who are disabled.

THE AMERICANS WITH DISABILITIES ACT OF 1990, ADA AMENDMENTS ACT OF 2008, TITLE III PUBLIC ACCOMMODATIONS (AND COMMERCIAL FACILITIES)

The College does not discriminate against individuals on the basis of disability with regards to the full and equal enjoyment of the goods, services, facilities, or accommodations of any place of public accommodation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The College maintains the confidentiality of student educational records and personal information. Students have the right to review their educational records. Educational records are not released to individuals or agencies outside of the College without the student's written consent or request.

GRAMM-LEACH-BLILEY MODERNIZATION ACT (GLBA) OF 1999

The College ensures that the student's financial records are protected, and that access is available only to those with authorization to view such records.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996

The College protects the healthcare information received from students and that such information is only accessible to authorized personnel.

HIGHER EDUCATION ACT OF 1965, THE CLERY ACT, AND THE HIGHER EDUCATION OPPORTUNITY ACT

The College provides for the safety and well-being of all members of the campus community. Compliance with the Higher Education Act of 1965, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and the Higher Education Opportunity Act (HEOA), requires ongoing monitoring and reporting crime statistics, including violations of drug and alcohol policies. Safety-related education of students in compliance with these federal regulations is essential for ensuring a campus culture of safety.

The College annually publishes a Campus Security Report which is accessible on the College website, www.riverside.edu. This report includes information about crimes and criminal activity on campus and in the surrounding geographic area, policy statements regarding safety and security measures, and descriptions of campus crime prevention programs.

DRUG-FREE SCHOOLS & CAMPUSES REGULATIONS, EDGAR PART 86

The College prohibits the unlawful manufacture, possession, use, or distribution of illegal drugs (including inhalants) and alcohol on the property of the College, or as part of any College activities. "Illegal drugs" are those chemicals that are specifically identified in Schedule I-V, section 202 of the Federal Control Substances Act (21 U.S.C. 812).

The College notifies students annually about the significant health risks associated with the use of illegal drugs and the abuse of alcohol. Confidential counseling, treatment and rehabilitation programs are available to students.

Serious legal sanctions may be invoked under local, state, and federal laws for the unlawful manufacturing, possession, use, or distribution of illegal drugs and alcohol. These sanctions include fines and incarceration commensurate with the offense. Students charged or convicted in state or federal court of violating a criminal drug statute must inform their Program Director within five (5) calendar days of the charge and/or conviction. Students who receive a federal grant such as a Pell grant must report the conviction to the granting agency within five (5) calendar days of the conviction. Federal law requires that a person who is convicted in state or federal court of violating a criminal drug statute in the workplace must inform his or her employer within five (5) calendar days of the conviction.

VIOLENCE AGAINST WOMEN ACT AND CAMPUS SEXUAL VIOLENCE ELIMINATION ACT (CAMPUS SAVE)

The College strives to maintain an educational environment in which sexual and gender-based harassment and sexual violence are prohibited, and in which persons reporting harassment and/or sexual violence are provided support and avenues of redress. When sexual and gender-based harassment or sexual violence is brought to the attention of the College, Administrators will take prompt and appropriate action to end the behavior, prevent its recurrence, and address its effects.

The College provides ongoing prevention and awareness programs for students and employees. The College has defined procedures for institutional disciplinary action in cases of alleged sexual and gender-based harassment and sexual violence.

AGE DISCRIMINATION ACT OF 1975

The College does not discriminate against students, employees, or vendors based on age.

College Administration

The College works diligently to confirm that all employees meet or exceed the education and experience required by all of its institutional and programmatic regulatory agencies. Additionally, all efforts are employed upon hire and through regular evaluation to ensure owners, faculty, staff, and administrators are of good moral character to serve as role models for the college's students.

Information current at date of document publication. Updated information available on the College's website at www.riverside.edu

SENIOR LEADERSHP

Robin Nelhuebel, PhD, MSN, RN, RT(R)	College President -- Full Time	Capella University
Beth Compton, MSN, RN	Dean of Nursing Education -- Full Time	University of Phoenix
Terri Del Corso, MSN, MPS, RN	Dean of Institutional Effectiveness – Full Time	Old Dominion University
G. Michael Hamilton, MEd	Dean of Student Success -- Full Time	Drexel University
Charlene Jensen, DPT, PT, MMHPE	Dean of Allied Health Education -- Full Time Program Director, Physical Therapist Assistant	Shenandoah University

PROGRAM ADMINISTRATION AND SUPPORT

Christina Barley, MMHPE, BS, CST, CRCST	Assistant Dean, ST Program – Full Time	Eastern Virginia Medical School
Linda-Marie Burton, MSN, RN	Evening/Weekend Coordinator – Full Time	Walden University
Cheralynn Chambers, MBA, RVT, RDCS, RT(R)(CT)	Assistant Dean, CVT Program – Full Time	Western Governors University
Victoria Crisp, RN, MSN, CEN	Asst. Dean, Practical Nursing & Nurse Aide – Full Time	Walden University
Candice Norris, BS LPTA, CES	Asst. Program Director/ACCE, PTA Program – Full Time	Hampton University
Debbie Outlaw, MSN, RN	Associate Dean, Professional Nursing – Full Time	Regent University
K. Hope Rash, MSN, RN, CNE	Asst. Dean, Prof. Development & Distance Ed. – Full Time	Old Dominion University
Kirsten Swain, MPH, RRT, RRT-ACCS	Assistant Dean, RC Program – Full Time	Independence University
Wendy Unison-Pace, PhD, RN, BCETS	Associate Dean, RN-to-BSN Program – Full Time	Capella University
Lianne White, M.Ed., RT(R)(M)	Assistant Dean, RT Program – Full Time	College of William & Mary

FACULTY

RN-TO-BSN PROGRAM

Ruth Cody, DNP, RN-BC	Professor – Full Time (<i>shared position</i>)	Old Dominion University
Sirena Blount-Sears, DNP, RN	Adjunct Instructor	Old Dominion University
Janet Harper, MN, RN	Adjunct Instructor (<i>shared position</i>)	University of Washington
Ramona Hercules, DNP, NPD-BC	Professor – Full Time	Old Dominion University
Amy Hobbs, MSN, RN	Assistant Professor – Full Time (<i>shared position</i>)	Walden University
Cheryl Howard, MSN, RN	Adjunct Instructor	Walden University
Robin Nelhuebel, PhD, MSN, RN, RT(R)	Adjunct Instructor	Capella University
Debbie Outlaw, MSN, RN	Adjunct Instructor	Regent University
Stephanie Raj, MSN, RN	Adjunct Instructor	ECPI University
Kelle Shiflett, MSN, RN	Adjunct Instructor (<i>shared position</i>)	Old Dominion University

PROFESSIONAL NURSING PROGRAM

Karen Aroche Jimenez, MSN, RN	Assistant Professor – Full Time	Regent University
Ruth Cody, DNP, RN-BC	Professor – Full Time (<i>shared position</i>)	Old Dominion University
Mary Dorsey, MSN, RN	Adjunct Instructor	Old Dominion University
Alphenia Greene, MSN, RN	Adjunct Instructor	Liberty University
Leah Greene, MSN, PCCN, RN	Adjunct Instructor	Wesley College
Janet Harper, MN, RN	Adjunct Instructor (<i>shared position</i>)	University of Washington
Amy Hobbs, MSN, RN	Adjunct Instructor (<i>shared position</i>)	Walden University

College Administration, continued

Monica Hunter, MSN, RN	Assistant Professor – Full Time	Chamberlain College of Nursing
Jayne Johnson, BSN, RN	Instructor – Full Time	Capella University
Allison Mather, BSN, RN, CCRN, SCRN	Adjunct Instructor	Riverside College of Health Sciences
Amanda Nawrot, MSN, RN	Assistant Professor – Full Time	Walden University
Cassandra Rieg, MSN, RN-FN	Assistant Professor – Full Time	Aspen University
Caitlin Saunders, MSN, RN, CNOR	Assistant Professor – Full Time	James Madison University
Aston Shelby, BSN, RN	Instructor – Full Time	Georgia State University
Ashley Sherwood, BSN, RN	Adjunct Instructor	ECPI University
Kelle Shiflett, MSN, RN	Assistant Professor – Full Time (<i>shared position</i>)	Old Dominion University
Brittany Snapp, BSN, RN	Adjunct	Riverside College of Health Sciences
Monica Smith, MSN, RN	Adjunct Instructor	Old Dominion University
Paul Spence, BSN, RN	Adjunct Instructor	Western Governors University
Sarah Vito, MSN, RN	Adjunct Instructor	Old Dominion University
Amy Wagner, MSN, RN	Adjunct Instructor	Old Dominion University

PRACTICAL NURSING PROGRAM

Julia Balus, MSN, RN	Assistant Professor – Full Time	Aspen University
Malia Dimeling, MSN, RN	Adjunct Instructor	University of San Francisco
Jo Hadley, MSN, RN	Assistant Professor – Part Time	Kaplan University
Keeyada Harrison, MSN, RN	Instructor – Full Time	University of Texas at Arlington
Suzanne Langley, BSN, RN	Instructor – Full Time	American Military University
Connie Milbourne-Hargrave, MSN, RNC	Assistant Professor – Full Time	Walden University
Shauna Pereira-Lozano, MSN, RN	Assistant Professor – Full Time	Capella University

NURSE AIDE PROGRAM

Jennifer Basak, MCH, RN	Instructor – Part Time	Old Dominion University
Lauren Greene, MSN-Ed	Assistant Instructor – Full Time	Old Dominion University

RESPIRATORY CARE PROGRAM

Amanda Patrone, MHA, RRT, RRT-ACCS	Asst. Professor/Clinical Coordinator – Full Time	Liberty University
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PHYSICAL THERAPIST ASSISTANT PROGRAM

Heather Cole, BSPTA, LPTA	Instructor – Full Time	Pima Medical Institute
Audrey Shematek, BS, LPTA	Instructor – Full Time	Old Dominion University

RADIOLOGIC TECHNOLOGY PROGRAM

Miranda Calvert, BA, RT(R)(CT)	Instructor – Full Time	La Roche University
Naomi Pollock, MS, RT(R)	Asst. Professor/Clinical Coordinator – Full Time	Eastern Virginia Medical School
Crystal McKenney, MEd, RT(R)(BD)(CT)	Assistant Professor – Full Time	Liberty University
M. Stacy Whittington, BS, RT(R)(M)(MR)	Adjunct Instructor	Virginia Commonwealth University

SURGICAL TECHNOLOGY PROGRAM

Jennifer Brandt-Gloria, MPH, CST	Asst. Professor/Clinical Coordinator – Full Time	Eastern Virginia Medical School
Lindsey Lehman, BS, CST	Instructor – Part Time	Virginia Tech

CARDIOVASCULAR TECHNOLOGY PROGRAM

Jennifer Clifton, BS, RVT	Instructor/Clinical Coordinator (NIV) – Full Time	Old Dominion University
Dahlia Norman, BS, RDCS, ACS	Instructor/Clinical Coordinator (ECHO) – Full Time	Oregon Institute of Technology

College Administration, continued

STAFF

Lori Arnder	College Registrar/Enrollment Manager -- Full Time	
Molly Baltins, BS	Admissions Associate II -- Full Time	University of Minnesota
Jacob Bartone, BS	Admissions Associate II / Student Accounts -- Full Time	Old Dominion University
Sandra Bell, MEd.	Student Engagement Coordinator -- Full Time	Strayer University
Carol Brown, AAS	Financial Aid Associate -- Full Time	Mississippi Gulf Coast Comm. College
Angela Dryden, DNP, RN	Instructional Design & Assessment Specialist / Nursing -- Full Time	Old Dominion University
Gwenyth Farley, BS	Library Assistant -- Labor Pool	Christopher Newport University
Dana Frazier, BS	Media Technician -- Part Time	Old Dominion University
Douglas Gardner, BA	Financial Aid Manager -- Full Time	Christopher Newport University
Charis Hutton, BS	Recruitment & Marketing Specialist -- Full Time	Christopher Newport University
Jaliah Johnson, BS	Library Technician -- Labor Pool	Norfolk State University
Michelle Lemmert, AAS	Administrative Assistant I -- Full Time	Median School of Allied Health
Janice Logan	Library Assistant -- Labor Pool	
Terri Lore, MA	Office Manager -- Full Time	Liberty University
Wilma Maxwell	Academic Database Warehouse Specialist -- Full Time	
Cassandra Moore, MLS	Library Services Manager -- Full Time	North Carolina Central University
Dawn Outlaw	Admissions Associate I -- Full Time	
Catrina Richardson, BS	Admissions Associate I -- Part Time	Christopher Newport University
Cornell Thomas	Campus Facilities & Safety Coordinator -- Full Time	
Kelly Smith, BS	Associate Registrar -- Full Time	ECPI
Sarah Stout	Admissions Coordinator II	
Robin Tucker, MSCS	Academic Technology Coordinator -- Full Time	Liberty University
Liz Williams, AS	Admissions Manager -- Full Time	Western Governors University
Melissa Wilson, MEd.HE/L, CMA	Instructional Design & Assessment Specialist / Allied Health-Full Time	Liberty University

Riverside Sponsoring Board

Information current at date of document publication. Updated information available on the College's website at www.riverside.edu. Riverside College of Health Sciences (RCHS) is organized under Riverside Regional Medical Center (RRMC). The College's College President reports directly to the RRMC Administrator and the Chief Nursing Officer of Riverside Health (RH). The names, titles, and credentials of all principal administrators, staff, and board members are provided below.

RIVERSIDE REGIONAL MEDICAL CENTER BOARD OF DIRECTORS

G. Royden Goodson, III – <i>Chairman</i>	<u>Non-Voting Members:</u>
Gene Jordan, II – <i>Vice Chairman</i>	W. William (Bill) Austin, Jr. – <i>Executive VP & CFO, RH</i>
Dwayne B. Blake - <i>Member</i>	Jason O. Houser – <i>General Counsel, Secretary, RH</i>
Wanda Austin - <i>Member</i>	Frankye T. Myers, <i>Senior VP & CNO, RH</i>
Monilla Dent, MD - <i>Member</i>	Mike Oshiki, MD – <i>Attendee, President RRMC</i>
Dawn Hunt, MD - <i>Member</i>	Sadie Thurman – <i>Attendee, VP & CNO, RRMC</i>
Charles Gary Minter - <i>Member</i>	John Peterman – <i>Attendee, VP, COO, RRMC</i>
Carvalla West - <i>Member</i>	Thomas Taghon, MD, <i>Attendee, VP, CMO, RRMC</i>
Dr. Theo Cramer - <i>Member</i>	Jessica Macalino, <i>Attendee, President, RSH</i>
Adelia Thompson - <i>Member</i>	Jennifer Barthlome, <i>Attendee, AVP, RRMC</i>
Matt Mulherin, Jr., - <i>Member</i>	Chris Stolle, MD – <i>Attendee, VP, Medical Staff, RH</i>
James Baylous, MD, <i>Medical Staff President</i>	Michael Deamer, <i>Attendee, Finance Director</i>
Michael J. Dacey, MD, <i>President & CEO, RH</i>	Stacey Johnson, <i>Attendee, President, RBHC</i>

General Education Courses

GEN 111 INTRODUCTION TO HEALTHCARE (1.0 CR): This blended theory and clinical course reviews the skills necessary for success in a healthcare program of study to include study skills and techniques, test taking strategies, time management skills, identification of individual student success strategies, skills for student success, APA guidelines and research skills. In addition, this course prepares the healthcare student with basic information regarding various nursing and allied health careers, hospital regulatory bodies, infection control and standard precautions, and all-hazards preparations.

GEN 141 ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL (4.0 CR): This theory course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141 provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This course is taught in conjunction with GEN 141L.

GEN 141L ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL LAB (1.0 CR): This blended laboratory course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141L provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This Lab will utilize a web-based interactive dissection lab with interactive slides to simulate dissection of human cadaver. This course is taught in conjunction with GEN 141.

GEN 311 PRINCIPLES OF BACCALAUREATE LEARNING (3.0 CR): This distance theory course provides an introduction to the Learning Management System (LMS). Aspects of learning in the online environment will be discussed to support student success. Students will be introduced to locating appropriate academic literature and will begin writing using American Psychological Association (APA) format within the context of the healthcare profession.

GEN 321 ACADEMIC WRITING FOR THE HEALTH PROFESSIONAL (3.0 CR): This distance theory course provides an introduction to principles of effective written communication with a focus on invention, drafting, revising, editing, and self-assessment of written scholarly work. Writing in APA format will be the focus to ensure proper formatting, proper citing, and referencing.

GEN 445 LEADERSHIP & MANAGEMENT IN HEALTHCARE (3.0 CR): This blended theory course will provide an overview of leadership skills and prepares students for managerial challenges encountered by leaders and health care practitioners in health service organizations. Emphasis is on leadership theory, conflict management, strategic planning, ethics, and financial management.

Cardiovascular Technology Programs Courses

CVT 311 INTRODUCTION TO CARDIOVASCULAR TECHNOLOGY (15 hours): This distance theory course will introduce the student to the careers in Cardiovascular Technology. Topics covered will include basic cardiovascular anatomy, basic exam techniques, patient positioning, and proper ergonomic practices. The student will be introduced to the process of registry exams, professional societies, lab accreditation and the importance of continuing medical education (CME). Instruction in professionalism and employment opportunities will be discussed. An orientation to the clinical environment will be provided.

CVT 321 CARDIOVASCULAR PHYSIOLOGY (30 hours): This blended theory course covers the major principles and laws that correspond to the function of the cardiovascular system. Normal cardiovascular anatomy, cardiac circulation, cardiac hemodynamics, and the electrophysiology of the heart will be covered. Topics include construction and dynamics of the cardiovascular system, correct placement of ECG leads, components of an ECG tracing, normal and abnormal tracings.

CVT 341 ACOUSTIC OR ULTRASOUND PHYSICS (45 hours): This theory course explores the theory of ultrasound physics. The acoustic variables and acoustic parameters of sound waves, sound wave propagation, resolution and attenuation will be introduced. The bioeffects of ultrasound will be discussed. Ultrasound imaging and instrumentation to include various transducers, pre- and post-processing images will be reviewed. Other topics presented are hemodynamics and principles of Doppler.

ECH 331 ECHOCARDIOGRAPHY TECHNOLOGY I (60 hours): This theory course is designed to give the student a thorough look at the anatomy and physiology of the human heart to include coronary artery distribution as represented by two-dimensional and Doppler echocardiography of both normal and abnormal physiology. Topics covered will include cardiac anatomy, the cardiac cycle, hemodynamics, and ventricular systolic function. Cardiomyopathy, valve disease, systemic and pulmonary hypertension, ischemic disease, and heart failure will be covered. The student will also be introduced to other modalities such as nuclear medicine and cardiac catheterization.

ECH 331L ECHOCARDIOGRAPHY TECHNOLOGY I LAB (60 hours): This laboratory course is a complement to Echocardiography Technology I. In this course students will learn the practice of echocardiography to include the technique of a complete transthoracic echocardiogram, quantitative and qualitative two dimensional and Doppler assessments. Students will study proper patient positioning, ergonomics, ultrasound cart instrumentation, and how to perform the complete basic 2D echocardiogram to include M-mode, color/spectral Doppler, and routine measurements.

ECH 302C ECHOCARDIOGRAPHY CLINICAL I (415 hours): This clinical course will allow the student to demonstrate their knowledge and put their skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple echocardiography laboratories that are affiliated with the college. Successful completion of Clinical Experience I includes adherence to attendance policies, evaluations, and paperwork submission. Progressive clinical competencies include individual views culminating in a basic complete 2D echocardiogram.

ECH 332 ECHOCARDIOGRAPHY TECHNOLOGY II (30 hours): This theory course will explore an in-depth review of the pathophysiology of heart disease and the role of ultrasound diagnosis and treatment. Pericardial disease, diastology, cardiac transplant, cardiac tumors and masses, effects of systemic diseases, diseases of the aorta will be presented. Embryology and simple and complex congenital heart disease and the related surgeries will be covered. The student will learn about additional imaging techniques such as transesophageal and 3D echocardiography, strain, ventricular assist devices (VAD), cardiac transplant, and cardiac resynchronization therapy (CRT).

ECH 332L ECHOCARDIOGRAPHY TECHNOLOGY II LAB (30 hours): This laboratory course is designed to complement Echocardiography Technology II. The student will continue to increase proficiency in performing echocardiograms by mastering image quality, the speed of their exams, and accuracy of measurements in the laboratory setting. More complex measurements and techniques to include diastolic evaluation, Pedoff probe, and stress echo will be introduced.

ECH 303C ECHOCARDIOGRAPHY CLINICAL II (440 hours): This clinical course will allow the student to integrate their knowledge and skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will play an active role as part of the healthcare team. Clinical experiences will take place at multiple echocardiography laboratories that are affiliated with the college. Successful completion of Clinical Experience II includes adherence to attendance policies, evaluations, and paperwork submission. Clinical competencies include a complete basic 2D echocardiogram with left ventricular quantification, assessment of aortic and pulmonary stenosis and insufficiency, tricuspid and mitral stenosis and regurgitation, accurate acquiring of strain, accurate completion of a preliminary report, and transesophageal echocardiogram.

ECH 399 CAPSTONE (30 hours): The Capstone course is designed to prepare the student for successfully passing the national exam with the American Registry for Diagnostic Medical Sonographers (ARDMS) through review and a final exam. The student will present a clinical case study. The student will also prepare to enter the workforce by refining their résumé and practicing interviewing techniques.

VAS 331 VASCULAR TECHNOLOGY I (60 Clock Hours): This theory course is designed to give the student a thorough look at the anatomy, physiology, and hemodynamics of arterial and venous systems. The student will be introduced to the cerebrovascular system and arterial anatomy of the upper and lower extremities. Topics covered will include sonographic appearance, clinical assessment, evaluation protocols, technical factors, and image quality.

VAS 331L VASCULAR TECHNOLOGY LAB I (60 Clock Hours): This laboratory course is a complement to Vascular Technology I. In this course students will learn the practice of non-invasive vascular ultrasound. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Students will study proper patient positioning, ergonomics, ultrasound cart instrumentation, plethysmography, and how to perform the complete basic 2D ultrasound to include color/spectral Doppler and routine measurements.

VAS 332 VASCULAR TECHNOLOGY II (30 Clock Hours): This theory course presents the fundamentals of vascular technology including basic Duplex ultrasound procedures used to assess normal and abnormal vasculature in the abdomen and venous anatomy of the upper and lower extremities. Topics include sonographic appearance, clinical assessment, evaluation protocols, technical factors, and image quality. The student will also be introduced to vein mapping, venous reflux, and hemodialysis assessment.

VAS 332L VASCULAR TECHNOLOGY LAB II (30 Clock Hours): This laboratory course is designed to complement Vascular Technology II. The student will continue to increase proficiency in performing vascular exams in the laboratory setting. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Laboratory experience will include the use of real-time sonography utilizing color/spectral Doppler to evaluate and record the hemodynamics of flow and perform routine measurements.

VAS 302C VASCULAR CLINICAL I (415 Clock Hours): This clinical course will allow the student to demonstrate their knowledge and put their skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience I includes adherence to attendance policies, evaluations, and paperwork submission. The diagnostic proficiencies learned in the classroom and practiced during the first-semester lab sessions will be applied to situations in the hospital and clinic setting.

VAS 303C VASCULAR CLINICAL II (440 Clock Hours): This clinical course will allow the student to integrate their knowledge and skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. Student will play an active role as part of the healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience II includes adherence to attendance policies, evaluations, and paperwork submission. The diagnostic proficiencies learned in the classroom and practiced during the first and second-semester lab sessions will be applied to situations in the hospital and clinic setting.

VAS 399 CAPSTONE (30 Clock Hours): This Capstone course is designed to prepare the student for successfully passing the national exam with the American Registry for Diagnostic Medical Sonographers (ARDMS) through review and a mock exam. The student will present a clinical case study. The student will also prepare to enter the workforce by refining their résumé and practicing interviewing techniques.

Nurse Aide Program Course

NA 100 NURSE AIDE EDUCATION (174 Clock Hours): This theory course introduces the student to the role of the nurse aide in providing basic quality-of-life needs for patients in nursing facilities. Topics will include communication and interpersonal skills, infection control, safety, and emergency procedures, respecting patient rights, basic nursing and personal care skills, legal and ethical issues, mental health, and dementia. The laboratory portion of the course provides demonstration and hands-on practice of basic nursing and personal care skills performed by the Nurse Aide. Clinical experiences are provided in facilities within Riverside Health to practice technical and interpersonal skills as an integral part of nursing care of patients and their families. This course also prepares the graduating student for successful completion of the National Nurse Aide Assessment (NNAAP) Written and Skills Examination.

Physical Therapist Assistant Program Courses

PTA 111 INTRODUCTION TO PHYSICAL THERAPY (2.0 CR): This theory course is designed to provide an overview of the foundations of physical therapy and the practitioner's role in the healthcare delivery system. Principle practices and policies of healthcare organizations are examined in addition to the professional responsibilities of the physical therapist assistant. The study of the field of physical therapy and the healthcare environment includes historical review, role orientation, professional organizational structure, patient and practitioner safety, and the study of ethical standards as well as basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. The role of the physical therapist assistant in patient education is identified and the implications of human and cultural diversity among co-workers and patients are explored.

PTA 141 PATIENT CARE SKILLS FOR THE PTA (2.0 CR): This theory course provides theoretical knowledge of topics utilized in the practice of physical therapy related to functional mobility training through the use of medical devices. Topics covered will include positioning, draping, transfer training, body mechanics, gait training, wheelchair locomotion, safe handling techniques, patient education. Vital signs, infection control, and environmental modifications will be reviewed as applicable to the patient care setting. This course is designed to provide the basic concepts of patient care including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 141L.

PTA 141L PATIENT CARE SKILLS FOR THE PTA – LAB (1.5 CR): This laboratory course will develop functional mobility training skills to reinforce the practical knowledge learned in PTA 141. Topics covered will include positioning, draping, transfer training, body mechanics, gait training, wheelchair locomotion, safe handling techniques, infection control practices, and patient education.

PTA 191 SEMINAR (2.0 CR): This distance theory course is an introduction to leadership skills, understanding of group dynamics, the importance of community service, interaction with other health education students, and the practice of reading and interpreting professional literature. Research methodology for journal and literature review will be incorporated into the course. Development of skills for literature research and data evaluation to enhance the student's ability to research treatment techniques they may encounter in the clinical setting. Knowledge of APA writing guidelines required. Students will investigate and participate in an approved community service activity in the geographic region.

PTA 132 DOCUMENTATION (2.0 CR): This blended theory course emphasizes the SOAP (Subjective – Objective – Assessment – Plan) note format for therapy documentation and use of the electronic medical record and/or written documentation in various settings. Proper documentation skills for PTA's, documentation review and chart review to carry out the PT's plan of care will be emphasized. This course will also consist of supervised experiences in a clinical setting that will provide observational opportunities for application of documentation skills. Emphasis will be placed on the development of communication and interpersonal skills, as well as the documentation of physical therapy skills and procedures being utilized in patient care.

PTA 152 KINESIOLOGY (3.0 CR): This theory course studies individual muscle and muscle functions, biomechanical principles of joint motion, gait analysis, goniometry, sensory assessment, balance assessment and postural assessment all related to muscle function and biomechanical principles of joint motion in normal and impaired mobility. This course is taught in conjunction with PTA 152L.

PTA 152L KINESIOLOGY LAB (3.0 CR): This laboratory course implements and develops skills for assessment of individual muscle strength, gait analysis, goniometry, sensory assessment, balance assessment and postural assessment all related to muscle function and biomechanical principles of joint motion in normal and impaired mobility. This course is taught in conjunction with PTA 152.

PTA 162 THERAPEUTIC MODALITIES (4.5 CR): This theory course presents the theory and practical applications of adjunctive therapies using EBP as a basis for modality choice in patient care. The course emphasizes indications, contraindications, and algorithmic decision making in integrating physical agents into a comprehensive approach to physical therapy treatment. Topics covered include: thermal and mechanical agents, traction, hydrotherapy, acoustical, electrical and electromagnetic energies in modality application. This course is taught in conjunction with PTA 162L.

PTA 162L THERAPEUTIC MODALITIES LAB (2.0 CR): This laboratory course implements the theory, principles, and techniques of modality application in the practice of physical therapy. Modality choice and application techniques of the agents presented in PTA 162 are explored, with emphasis on the execution and refinement of treatment skills as provided within an integrated treatment strategy. This course is taught in conjunction with PTA 162.

PTA 243 CARDIOPULMONARY PT (2.0 CR): This theory course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for cardiopulmonary conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of cardiopulmonary diseases. This course includes other systems involvement related to cardiopulmonary dysfunctions. Methods of assessment and intervention techniques including therapeutic exercise, aerobic exercises, Chest PT, functional rehabilitation, wellness and fitness, and strength and conditioning are correlated with specific cardiopulmonary conditions. This course provides specific concepts of cardiopulmonary patient care and assessment including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 243L.

PTA 243L CARDIOPULMONARY PT LAB (1.0 CR): This laboratory course implements the theory, principles, and techniques of therapeutic exercise and rehabilitation for cardiopulmonary conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. The practice and skill attainment of therapeutic exercise, aerobic exercises, chest PT, functional rehabilitation, wellness and fitness, and strength and conditioning to provide cardiopulmonary patient care and assessment including consideration for the physical, instructional, and psychological needs of the patient and family are emphasized. This course is taught in conjunction with PTA 243.

PTA 234 MUSCULOSKELETAL PT (3.0 CR): This theory course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for musculoskeletal conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of musculoskeletal diseases. This course includes other system involvements related to musculoskeletal dysfunctions. Methods of assessment and intervention techniques including therapeutic exercise, functional training, prosthetics, orthotics, and other interventions are correlated with specific musculoskeletal conditions. This course provides specific concepts of musculoskeletal patient care and assessment including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 234L.

PTA 234L MUSCULOSKELETAL PT LAB (1.5 CR): This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 234 of various therapeutic exercises and rehabilitation procedures for musculoskeletal conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. The practice and skill attainment of therapeutic exercise and rehabilitation interventions is correlated with specific musculoskeletal conditions including emphasis on the consideration for the physical, instructional, and psychological needs of the patient and family. Principles of prosthetics and orthotics, functional training, strength and conditioning, and other techniques are practiced. This course is taught in conjunction with PTA 234.

PTA 235 COMPREHENSIVE PATIENT CARE (2.0 CR): This blended theory course integrates clinical knowledge, scientific knowledge and skills acquired throughout the curriculum by analyzing patients with medically complex diagnoses with multiple system involvement. This course emphasizes problem solving skills in determining the impact of disease interactions across multiple systems and their associated recovery processes. Major emphasis for this course will be on the development of critical thinking, patient progression across the continuum of care, and the ability to integrate knowledge from previous courses on the comprehensive management of patient care.

PTA 244 NEUROMUSCULAR PT (3.0 CR): This theory course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for neurological conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of neuromuscular diseases. This course includes other system involvements related to neuromuscular dysfunctions. Methods of functional, motor, and sensory assessment and intervention techniques including therapeutic exercise, rehabilitation techniques, functional training, orthotics, and interventions correlated with specific neuromuscular conditions. This course provides specific concepts of patient care and assessment including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 244L.

PTA 244L NEUROMUSCULAR PT LAB (1.5 CR): This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 244 of various therapeutic exercise and rehabilitation procedures for neurological conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment.

Methods of functional, motor, and sensory assessment and intervention techniques are included. The practice and skill attainment of therapeutic exercise and rehabilitation interventions are correlated with specific neuromuscular conditions including emphasis on the consideration for the physical, instructional, and psychological needs of the patient and family. This course is taught in conjunction with PTA 244.

PTA 200 CLINICAL ORIENTATION (0.5 CR): This clinical orientation course provides review of policies and procedures for clinical practice, completion of clinical paperwork, training for patient safety protocols and training using documentation systems for both internal and external clinical sites. Students will familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the PT clinic. Clinical Orientation requires successful completion of elements specified on the evaluation criteria to include paperwork submission, and competency achievements.

PTA 201C CLINICAL EDUCATION I (3.5 CR): This clinical course provides integrated, supervised clinical experiences up to the advanced beginner level for the implementation and practice of learned academic knowledge and patient care skills. This clinical rotation will focus on practicing the skills of functional mobility training, select therapeutic interventions, use of assistive devices, and utilization of standard precautions, data collection and documentation learned in Levels 1-4 of the didactic portion of the curriculum with direct guidance from the Clinical Instructor. Students are required to work within a team to implement patient treatment plans, manipulate equipment, develop awareness of safety principles, and to coordinate his/her needs with the needs of classmates, co-workers, and patients.

PTA 202C CLINICAL EDUCATION II (5.0 CR): This clinical course provides terminal, supervised clinical education experiences at Advanced Intermediate level while implementing the skills learned in Levels 1-4 of the didactic portion of the curriculum. This clinical rotation will focus on practicing the skills of functional mobility training, select therapeutic interventions, use of assistive devices, and utilization of standard precautions, data collection and documentation learned in Levels 1-4 of the didactic portion of the curriculum with intermittent guidance from the Clinical Instructor while demonstrating advanced intermediate level performance for the skills outlined by the APTA as the Minimum required skills of Physical Therapist Assistant Graduates at entry-level. In this course, students are to explore and research a topic or area of interest in physical therapy practice related to their clinical education experiences. Students are required to present an in-service/project to the therapy staff at an approved clinical education site based on their research.

PTA 203C CLINICAL EDUCATION III (7.0 CR): This clinical course provides a terminal, supervised clinical education experiences implementing the skills learned in Levels 1-5 of the didactic portion of the curriculum. This clinical rotation will focus on demonstrating entry level performance for the skills outlined by the APTA as the Minimum required skills of Physical Therapist Assistant Graduates at entry-level. In this course, students are to explore and research a topic or area of interest in physical therapy practice related to their clinical education experiences. Students are required to present an in-service/project to the therapy staff at an approved clinical education site based on their research.

PTA 300 PTA CAPSTONE (2.0 CR): This blended theory course represents a synthesis of all didactic, laboratories, and clinical experiences gained throughout the PTA program in preparation for the National Physical Therapy Exam.

Practical Nursing Program Courses

PN 101C CLINICAL PRACTICUM I (90 Clock Hours): This clinical course provides students with the opportunity to apply the basic knowledge and skills learned in Level 1. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients in a variety of settings (includes 7.5 hours of simulation).

PN 111 MEDICAL TERMINOLOGY (15 Clock Hours): This distance theory course provides students with an introduction to the language of healthcare, including analysis of the basic components of medical terms and medical records using symbols, prefixes, suffixes, and combining forms.

PN 121 NURSING FUNDAMENTALS (135 Clock Hours): This theory and laboratory course includes concepts and principles of basic nursing skills and facilitates the development of psychomotor nursing skill competency to meet the individual needs of patients. Basic math skills and principles of pharmacology are included to prepare students for safe administration of medications.

Students use beginning clinical problem solving to practice skills in the nursing lab and apply them for the care of patients in a variety of settings.

PN 131 HEALTH ASSESSMENT (37.5 Clock Hours): This theory and laboratory course focuses on holistic assessment of individuals throughout the lifespan. Students learn interviewing skills and physical examination techniques to obtain subjective and objective client data. Age-specific modifications in approach and examination techniques are presented, together with anticipated normal findings and commonly identified deviations for each age group.

PN 141 NURSING CONCEPTS (30 Clock Hours): This blended theory course introduces students to basic nursing concepts designed to meet individual human health needs. Students learn principles of critical thinking, therapeutic communication, nursing process, growth and development, teaching and learning, legal and ethical issues. Knowledge and application of these evidence-based principles facilitate the beginning student's ability to provide safe, effective, holistic nursing care.

PN 151 BODY STRUCTURE AND FUNCTION (45 Clock Hours): This theory course provides an opportunity for the preclinical level student to gain an understanding of the normal structure and function of the human body. The course proceeds from simple to complex anatomy and physiology of each body system and incorporates the relationships among organ systems. The course incorporates wellness practices.

PN 161 BASIC NUTRITION FOR NURSING (15 Clock Hours): This distance theory course is designed to provide the beginning student with knowledge of the fundamentals of nutrition. Topics will include digestion and absorption of carbohydrates, fats, proteins, vitamins and minerals.

PN 102C CLINICAL PRACTICUM II (112.5 Clock Hours): This clinical course provides students with the opportunity to apply the intermediate knowledge and skills learned in Levels 1 and 2. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings (includes 7 hours of simulation).

PN 122 ADULT HEALTH NURSING I (30 Clock Hours): This theory course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult clients with alterations of the gastrointestinal, urinary, hematologic, lymphatic, and integumentary systems.

PN 172 MATERNAL-CHILD NURSING (60 Clock Hours): This theory course introduces students to principles of obstetric and pediatric nursing. Normal pregnancy and childbirth, and complications of pregnancy and childbirth are examined. Principles of nursing care for the management of term, pre-term, and post-term newborns are included. Multicultural, community, and wellness concerns for the care of mothers and infants from conception to post-delivery are addressed. Nursing care of children includes principles of growth and development from birth through adolescence. Common pediatric disorders and illnesses are taught according to body systems. Health promotion is emphasized by providing education and anticipatory guidance for the patient, family, and significant others.

PN 182 MENTAL HEALTH/PsYCHIATRIC NURSING (22.5 Clock Hours): This theory course provides an opportunity for students to gain knowledge of the concepts underlying the nursing care of clients with mental illness. Basic theories of mental health, mental illness, substance abuse, current methods of treatment, and the potential for restoration to optimal wellness are discussed.

PN 123 ADULT HEALTH NURSING II (60 Clock Hours): This theory course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult patients with alterations of the cardiovascular, neurological, sensory, respiratory, and endocrine systems.

PN 124 ADULT HEALTH NURSING III (30 Clock Hours): This theory course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult patients with alterations of the musculoskeletal, reproductive systems, as well

as surgical, oncology, and terminally ill patients.

PN 103C CLINICAL PRACTICUM III (112.5 Clock Hours): This clinical course provides students with the opportunity to apply the complex knowledge and skills learned in Levels 1, 2, and 3. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings (includes 7 hours of simulation).

PN 104C CLINICAL PRACTICUM IV (90 Clock Hours): This clinical course provides students with the opportunity to apply the complex knowledge and skills learned in Levels 1, 2, and 3. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings (includes 7.5 hours of simulation).

PN 200 CAPSTONE (90 Clock Hours): This theory and clinical course is designed to prepare students for entry-level practice. Evidence-based knowledge and skills essential for successful transition to the realities of today's workplace are included. Emphasis is placed on principles of leadership, professionalism, conflict resolution, clinical decision making, mentoring and coaching, employment skills, professional practice issues, and critical thinking skills. A precepted clinical experience provides students with the opportunity to begin the transition from student to graduate. The NCLEX-PN component of this course provides an opportunity for graduating students to gain practical experience and preparation for successful completion of the National Council Licensure Examination for Practical Nursing (NCLEX-PN).

Professional Nursing Program Courses

NUR 111 FUNDAMENTAL NURSING SKILLS (7.0 CR): This theory, lab, and clinical course facilitates the acquisition of psychomotor nursing skills to meet individual human health needs. This includes presenting basic principles of pharmacology to facilitate student acquisition of evidence-based knowledge for accurate drug administration. Students practice skills in the nursing lab and apply them to the care of patients in multidimensional settings, using beginning clinical problem-solving skills.

NUR 121 PRINCIPLES OF NURSING PRACTICE (2.0 CR): This blended theory course introduces the student to basic nursing concepts designed to meet individual human health needs. In this course the student will learn principles of critical thinking, therapeutic communication, nursing process, teaching, and learning, and legal and ethical issues. Knowledge and application of these evidence-based principles facilitate the beginning student's ability to provide safe, effective, holistic nursing care.

NUR 131 NURSING HEALTH ASSESSMENT (3.0 CR): This theory, lab, and clinical course focuses on the holistic assessment of individuals through the lifespan. Course content includes physical, psychosocial, developmental, sexual, and family assessment. Students learn interviewing and physical examination techniques to obtain complete subjective and objective client data. Age-specific modifications in approach and examination techniques are presented, together with anticipated normal findings and commonly identified deviations for each age group.

NUR 122 PRINCIPLES OF PEDIATRIC NURSING (4.0 CR): This theory and clinical course focuses on evidence-based nursing care of children from the neonatal period through adolescence. Emphasis is on developmental considerations, family-centered care, health promotion and maintenance, and the teaching needs of children and parents (includes 7.5 clock hours of simulation).

NUR 142 ESSENTIALS OF MATERNAL NEWBORN NURSING (4.0 CR): This theory and clinical course introduces important concepts of healthcare for women during preconception through normal and high-risk pregnancy and delivery, including reproduction, sexuality, conception, ante-partum, intra-partum, and post-partum nursing care. Care of the newborn is studied, beginning with fetal development, and continuing through the newborn transition to extrauterine life. Principles of evidence-based nursing are applied to maternal and newborn care (includes 7.5 clock hours of simulation).

NUR 152 NURSING CARE OF ADULTS I (6.0 CR): This theory, lab, and clinical course introduces evidence-based principles of care for adult patients and families experiencing basic medical-surgical and oncologic health problems. Care of patients, based on nursing knowledge, judgment, skill, and professional values within a legal/ethical framework, is presented.

NUR 223 PRINCIPLES OF PSYCHIATRIC NURSING (4.5 CR): This theory and clinical course focuses on the role of the nurse in evidence-based care of mental health and psychiatric clients. Principles of psychopathology, therapeutic relationships, psychopharmacology, and therapeutic milieu management will be applied.

NUR 253 NURSING CARE OF ADULTS II (7.5 CR): This theory, lab, and clinical course integrates the knowledge and skills required for the evidence-based care of adult patients and families experiencing complex and catastrophic medical-surgical problems. Students practice skills in the nursing lab and apply them to the care of patients in advanced medical-surgical care settings, using intermediate and advanced clinical problem-solving skills. Students will expand their use of nursing concepts and principles to provide safe and effective patient care (includes 15 clock hours of simulation).

NUR 254 NURSING CARE OF ADULTS III (5.0 CR): This theory and clinical course focuses on evidence-based care of adult patients and families experiencing crisis and long-term acute care illness. Nursing care needs specific to patients with advanced medical-surgical health problems will be examined. Students will apply principles of leadership and management to provide safe and accountable nursing care (includes 7.5 clock hours of simulation).

NUR 300 NURSING CAPSTONE (7.0 CR): This blended theory and clinical course focuses on leadership and management skills using decision making, problem solving, and critical thinking. Preceptor-guided clinical experiences provide opportunities for students to increase self-confidence and develop the skills necessary for making independent decisions in nursing practice. Emphasis is placed on management, safety, quality improvement, and preceptorship to foster independence and enhance success.

If not taken as pre-requisite courses, the following will be required during the program. These courses are available through the Geneva/Portage Agreement. The course descriptions are linked below.

- [BIOD 121 ESSENTIALS IN NUTRITION \(3 CR\)](#)
- [BIOD 152 ESSENTIAL HUMAN ANATOMY & PHYSIOLOGY II \(4.0 CR\)](#)
- [BIOD 171 ESSENTIAL MICROBIOLOGY \(4 CR\)](#)

Radiologic Technology Program Courses

RAD 111 INTRODUCTION TO RADIOLOGIC TECHNOLOGY (2.0 CR): This theory course consists of the study of the profession of radiologic technology. The student is introduced to radiologic science, radiation safety principles, and expectations in the clinical arena. The student will be introduced to the general diagnostic radiographic and fluoroscopic room, its equipment and positioning aids. This course consists of the study of radiographic positioning and procedures for the chest and abdomen. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 111L laboratory course. Discussion will include an introduction to basic concepts of pathology, various disease processes, and how they relate to radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques and non-routine procedures. Radiation safety principles are reviewed and discussed for application during each procedure.

RAD 111L INTRODUCTION TO RADIOLOGIC TECHNOLOGY LAB (1.0 CR): This laboratory course is a complement to RAD 111 and RAD 121. Students will simulate, practice, and test on various patient care skills to include patient greeting and identification, body mechanics, patient transfers, vital sign measurements, sterile and medical aseptic technique, venipuncture, and the care of patient medical equipment. Students will simulate, practice, and test the radiographic positioning of the chest and abdomen to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

RAD 121 PATIENT CARE (3.0 CR): This theory course is designed to provide the basic concepts of patient care during radiographic procedures, including considerations for the physical and psychological needs of the patient and family. The role of the radiographer in patient care is presented to include requisite skills related to interpersonal communication, physical assistance and monitoring, measurement of vital signs, and appropriate use of medical equipment, medical emergencies, infection control, handling and disposal of toxic or hazardous materials, pharmacology, and venipuncture.

RAD 112 RADIOLOGIC PROCEDURES I (4.5 CR): This course consists of the study of radiographic positioning and procedures for the upper extremity, shoulder girdle, lower extremity, pelvic girdle, and surgical/trauma radiography. Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and specialty studies. The student will be introduced to the proper use of the mobile radiographic machine (Portable) and the mobile fluoroscopic machine (C-arm), with focus on their use in the surgical/trauma setting. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 112L laboratory course. Discussion will include an introduction to basic concepts of pathology, various disease processes, and how they relate to radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques and non-routine procedures. Radiation safety principles are reviewed and discussed for application during each procedure.

RAD 112L RADIOLOGIC PROCEDURES I LAB (1.0 CR): This laboratory course is a complement to RAD 112. Students will simulate, practice, and test the radiographic positioning of the upper extremity, shoulder girdle, lower extremity, pelvic girdle, and surgical/trauma radiography to ensure readiness for practice in the clinical setting to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

RAD 152 RADIATION PHYSICS & EQUIPMENT I (3.0 CR): This theory course is an introduction to the nature and characteristics of radiation, the principles behind x-ray production, the fundamentals of photon interactions with matter, radiation protection practices, and the factors affecting brightness and contrast. Also integrated is an introduction to the equipment used to produce x-rays including basic radiographic, fluoroscopic, mobile, and tomographic equipment requirements, design, as well as tests and measures for quality control.

RAD 182 IMAGING MODALITIES (2.0 CR): This blended theory course is designed to provide entry-level radiography students an introduction to the principles related to additional imaging modalities to include, but not limited to, Computed Tomography, Magnetic Resonance Imaging, Nuclear Medicine, Ultrasound, Positron Emission Tomography, Mammography, Radiation Therapy and Bone Densitometry. During this course, new advancements within Radiologic Sciences will be discussed. In addition, this course will give the students the fundamentals and knowledge necessary to perform Computed Tomography skills under the direct supervision of a registered technologist.

RAD 182C IMAGING MODALITIES CLINICAL (0.5 CR): This clinical course will provide the students an observational experience in imaging modalities to include Computed Tomography, Magnetic Resonance Imaging, Nuclear Medicine, Ultrasound, Positron Emission Tomography, Mammography, Radiation Therapy, and Interventional Radiography. Students select at least four (4) modality sites to attend on a strictly observational basis. Modality observations are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. At the completion of this course, students will be allowed to rotate through Computed Tomography during their assigned clinical courses.

RAD 102C CLINICAL ORIENTATION (2.5 CR): This clinical course provides supervised clinical observations and orientation for the introduction of students to clinical education. Students will familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the radiology environment. Students will observe the patient experience from admission through discharge including various procedures in an effort to illustrate clinical teamwork in the facilitation of safe and effective patient care. Students will have the opportunity to put academic knowledge of fundamental radiographic procedures and patient care skills into practice, under appropriate supervision and with support and guidance. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Clinical orientation requires successful completion of elements specified on the RAD 102C rubric to include attendance, evaluations, paperwork submission, and competency achievements.

RAD 113 RADIOLOGIC PROCEDURES II (3.0 CR): This theory course consists of the study of radiographic positioning and procedures for the bony thorax, vertebral column, upper gastrointestinal system. Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and specialty studies. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in

preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 113L laboratory course. Discussion will include pathology, various disease processes, and how they relate to specific radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques, and non-routine procedures. Radiation safety principles are reinforced for application during each procedure.

RAD 113L RADIOLOGIC PROCEDURES II LAB (1.0 CR): This laboratory course is a complement to RAD 113. Students will simulate, practice and test the radiographic positioning of standard, supplementary and specialty views of the bony thorax, vertebral column, and upper gastrointestinal system. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

RAD 103C CLINICAL EDUCATION I (3.0 CR): This integrated clinical course is designed to encourage the student to put academic knowledge of fundamental radiographic procedures and patient care skills into practice, under appropriate supervision and with support and guidance. Clinical education requires the student to learn to work as a team member, manipulate equipment, develop their awareness and use of radiation safety principles, and to coordinate his/her needs with the needs of others. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Students will complete a Computed Tomography (CT) rotation where CT is an option at their assigned clinical site. Clinical Education I requires successful completion of elements specified on the RAD 103C rubric to include attendance, evaluations, paperwork submission, and competency achievements.

RAD 214 RADIOLOGIC PROCEDURES III (2.5 CR): This theory course consists of radiography of the sinuses, skull and facial bones, the urinary system, lower gastrointestinal system, and additional contrast studies. Positioning and procedural considerations for these exams as well as radiographic anatomy, positioning, and image evaluation criteria will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 214L laboratory course. The course also continues the instruction of contrast procedures with an introduction to some specialty exams such as arthrography, cystography, long bone measurement, bone age study, myelography, modified contrast enema and hysterosalpingography. Radiation safety principles are reinforced for application during each procedure.

RAD 214L RADIOLOGIC PROCEDURES III LAB (0.5 CR): This laboratory course is a complement to RAD 214. Students will simulate, practice, and test the radiographic positioning and procedural set-up of diagnostic exams of the sinuses, skull and facial bones, the urinary system, lower gastrointestinal and additional contrast studies to promote readiness for practice in the clinical setting. Radiation safety principles are reinforced and the application of ALARA principles are stressed during simulations.

RAD 254 RADIATION PHYSICS & EQUIPMENT II (3.0 CR): This theory course is designed to establish a knowledge base in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design. Content is designed to impart an understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving, and retrieval are discussed. Guidelines for selecting exposure factors, evaluating images, quality control and assurance, and equipment maintenance within a digital system assist students to achieve radiographic images of optimum diagnostic quality.

RAD 274 IMAGE ANALYSIS & QC I (2.0 CR): This theory course is designed to train students to objectively evaluate radiographic images to determine image detracting factors and methods to minimize or correct these factors. Methods presented and discussed are meant to promote the production of quality radiographic images at an "as low as reasonably achievable" level of radiation to the patient.

RAD 204C CLINICAL EDUCATION II (7.0 CR): This integrated clinical course continues the student's practice of fundamental radiographic procedures and patient care skills, under appropriate supervision and with support and guidance. Clinical education requires the student to learn to work as a team member, manipulate equipment, develop their awareness and use of radiation safety principles, and to coordinate his/her needs with the needs of others. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Students will complete a Computed Tomography (CT) rotation where CT is an option at their assigned clinical site. Clinical Education II requires successful completion of elements specified on the RAD 204C rubric to include attendance, evaluations, paperwork submission, and competency achievements.

RAD 255 RADIATION BIOLOGY & PROTECTION (2.0 CR): This theory course is an integration of the basic principles of radiation biology and protection and their application to the human cell with the practice of radiography. Emphasis will be placed on molecular and cellular radiobiology and the relationship to radiation protection procedures that are implemented in the clinical setting.

RAD 275 IMAGE ANALYSIS & QC II (1.0 CR): This theory course is a continuation of RAD 274-Image Analysis & QC I and is designed to practice the evaluation of radiographic images to determine image detractor factors to assure consistent production of quality images and quality patient care at an acceptable level of radiation. Students at this level should have a higher understanding of these factors and be more creative and adaptive at making necessary changes in exposure technique and/or other radiographic variables.

RAD 205C CLINICAL EDUCATION III (8.0 CR): This terminal clinical course reinforces previous academic knowledge and clinical experience while incorporating advanced technical procedures including contrast studies and skull radiography. Clinical Education III provides an opportunity for the student to sharpen their technical and patient care skills as well as ingrain appropriate radiation safety practices. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Students will complete a Computed Tomography (CT) rotation where CT is an option at their assigned clinical site. Clinical Education III requires successful completion of elements specified on the RAD 205C rubric to include attendance, evaluations, paperwork submission, and final competency achievements.

RAD 300 CAPSTONE REVIEW (5.0 CR): This blended Capstone course requires the synthesis of the learned principles and practices of the Radiologic Technologist in preparation for the ARRT National Certifying Exam. Career planning topics are discussed to include completing applications for employment, resume writing, interviewing strategies, and job retention qualities. Students will also review and practice techniques that facilitate effective interpersonal communication related to job seeking skills.

If not taken as pre-requisite courses, the following will be required during the program. These courses are available through the Geneva/Portage Agreement. The course descriptions are linked below.

- [PHYS 165 PHYSICS \(3 CR\)](#)
- [PHIL 120 INTRODUCTION TO ETHICS \(3 CR\)](#)

Respiratory Care Program Courses

RC 311 INTRODUCTION TO RESPIRATORY CARE (3.0 CR): This blended theory course introduces respiratory care as a profession, including the healthcare environment and the respiratory therapist's role on the health care team. Topics include medical terminology, infection control, basic patient assessment, professional ethics, and psychosocial needs of the patient and family with particular attention to death and dying.

RC 321 FUNDAMENTALS OF RESPIRATORY CARE (3.0 CR): This course will focus on the theory and application of physics, chemistry, and basic respiratory care modalities. Topics include gas laws, medical gas therapy, aerosol and humidity therapy, hyperinflation therapy, and airway clearance. This course is taught in conjunction with RC 321L.

RC 321L FUNDAMENTALS OF RESPIRATORY CARE LAB (1.0 CR): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 311 and RC 321. Topics include infection control, patient assessment, oxygen delivery devices, aerosol medication administration, humidification devices, hyperinflation techniques, positive expiratory pressure (PEP) therapy, chest physical therapy, and arterial blood gas sampling.

RC 331 ACID-BASE REGULATION AND ABG ANALYSIS (2.0 CR): This theory course focuses on the anatomy and physiology of the cardiopulmonary system as related to gas exchange, diffusion, perfusion, and ventilation-perfusion relationships. Emphasis is on oxygen and carbon dioxide transport abnormalities in gas exchange. Students will integrate this knowledge through arterial blood gas interpretation, as it relates to the science of respiratory care.

RC 312 PHARMACOLOGY FOR RESPIRATORY CARE (3.0 CR): This blended course provides an in-depth overview of various classifications of cardiopulmonary medications and the function of the autonomic nervous system. Emphasis is on drug dosage,

applied mathematics, clinical pharmacology, indications, hazards, intended actions, and side-effects of agents as they apply to respiratory care.

RC 322 CARDIOPULMONARY ANATOMY AND PHYSIOLOGY (3.0 CR): This theory course provides an in-depth examination of the cardiopulmonary and renal systems. Emphasis is on the structure, function, and physiology of the cardiopulmonary and renal systems and the role each plays in the maintenance of homeostasis.

RC 332 MECHANICAL VENTILATION (3.0 CR): This theory course introduces adult artificial airways, and non-invasive and invasive ventilation. Topics include airway management, manual resuscitation equipment, intubation, adult mechanical ventilation indications, modes, modifications, weaning, discontinuance, and ventilator graphics. This course is taught in conjunction with RC 332L.

RC 332L MECHANICAL VENTILATION LAB (1.0 CR): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 332. Emphasis is on airway management, artificial airways, manual resuscitation equipment, intubation, and management of adult non-invasive and invasive ventilators.

RC 302C CLINICAL PRACTICUM I (3.0 CR): This clinical course provides progressive supervised clinical experiences up to the advanced beginner level for the implementation and practice of general patient assessment and communication skills required for safe and effective patient care. Students will put theoretical knowledge of fundamental respiratory care procedures and patient care skills into practice, under appropriate supervision and with support and guidance. Students will familiarize themselves with duties of the interdisciplinary team throughout the respiratory environment.

RC 313 CARDIOPULMONARY PATHOPHYSIOLOGY (3.0 CR): This blended theory course explores commonly encountered diseases and disorders which may affect function of the cardiopulmonary system and the clinical manifestations and treatment rationales as related to respiratory care. Emphasis is on deviations from normal functioning and will include disease etiology, pathology, diagnosis, prognosis, and treatment.

RC 323 CRITICAL CARE MONITORING & DIAGNOSTICS (3.0 CR): This blended course presents the theory, equipment, and techniques involved in critical care monitoring and diagnostics. Topics include bronchoscopy, hemodynamic assessment, and advanced cardiopulmonary monitoring techniques. This course is taught in conjunction with RC 424L.

RC 323L CRITICAL CARE MONITORING & DIAGNOSTICS LAB (1.0 CR): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 424. Emphasis is on equipment and techniques involved in critical care monitoring and diagnostics, and the recognition of normal values and waveforms in life-threatening changes.

RC 303C CLINICAL PRACTICUM II (3.0 CR): This clinical course provides progressive supervised clinical experiences at advanced beginner level while implementing patient care skills in the intensive care unit (ICU). Students will further integrate theoretical knowledge of fundamental respiratory procedures, continue to learn to work as a team member, manipulate equipment, develop their awareness, and use of respiratory safety principles under appropriate supervision and with support and guidance.

RC 414 PULMONARY DIAGNOSTICS (2.0 CR): This theory course provides a study of standard methodologies used to diagnose and monitor patients with pulmonary disease. Emphasis is on technical aspects as well as disease presentation. Topics include measurement and analysis of lung volumes, ventilation, pulmonary mechanics, gas distribution, diffusion testing, exercise testing, and quality assurance.

RC 424 NEONATAL & PEDIATRIC RESPIRATORY CARE (3.0 CR): This theory course provides an overview of fetal and neonatal physiology as well as an introduction to neonatal and pediatric pulmonary disease and management. Emphasis is on the etiology, pathophysiology, diagnosis, and treatment of cardiopulmonary conditions encountered in newborn and pediatric patients. This course is taught in conjunction with RC 414L.

RC 424L NEONATAL & PEDIATRIC RESPIRATORY CARE LAB (1.0 CR): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 414. Emphasis is on fetal and neonatal physiology as well as an introduction to neonatal and pediatric pulmonary disease management. This course will also familiarize the student with basic respiratory care techniques and equipment used with the compromised infant and prepares the student for clinical practicum.

RC 434 RESPIRATORY CARE FOR SPECIAL POPULATIONS (2.0 CR): This blended theory course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is on the procedures and technologies applied to cardiopulmonary rehabilitation, patient education, nutrition, and respiratory care in alternative settings.

RC 404C CLINICAL PRACTICUM III (4.0 CR): This clinical course provides progressive supervised clinical experiences up to advanced intermediate level while implementing patient care skills in the intensive care unit (ICU). Students will focus on working as an interdisciplinary team member, manipulating equipment, developing their awareness, and use of respiratory safety principles. This is the third clinical course in the sequence and is designed to allow the student to function more independently, under appropriate supervision and with support and guidance. Students will complete an observation in pulmonary function testing (PFT) and pulmonary rehabilitation (PR) at their assigned clinical site.

RC 415 FUNDAMENTALS OF RESPIRATORY CARE RESEARCH & CURRENT TRENDS (3.0 CR): This blended theory course explores current healthcare trends and the importance of research to the field of respiratory care. Emphasis is on current healthcare trends, sampling and research design, statistical tools, critical review of literature, analysis, and communication of research results. A research paper is one of the course requirements.

RC 425 PROFESSIONAL SEMINAR (CAPSTONE) (3 .0CR): This Capstone course prepares students for the National Board for Respiratory Care (NBRC) examination and entry into clinical practice. Emphasis is on test matrices, using both text and computer review materials. Career planning topics are discussed to include completing applications for employment, resume writing, interviewing strategies, and job retention qualities.

RC 405C CLINICAL PRACTICUM IV (1.5 CR): This clinical course provides a progressive supervised clinical experience at advanced intermediate level while implementing patient care skills in the pediatric intensive care (PICU), neonatal intensive care (NICU), and long-term acute care hospital (LTACH). Students will continue to work as an interdisciplinary team member, manipulate equipment, develop their awareness, and use of respiratory safety principles under appropriate supervision and with support and guidance.

RC 435C CLINICAL PRACTICUM V (2.5 CR): This clinical course provides a progressive supervised clinical experience implementing the skills learned in the didactic portion of the curriculum. This clinical rotation will focus on demonstrating entry level performance for the skills outlined by the NBRC for entry level practice. This clinical course provides opportunities for the student to further refine clinical skills, working independently with appropriate supervision. Clinical practicum V requires the student to continue to work as an interdisciplinary team member, manipulate equipment, develop their awareness, and use of respiratory safety principles. Students will complete clinical practicum at their assigned clinical site.

RN-to-BSN Nursing Program Courses

NSG 332 ISSUES AND TRENDS IN NURSING (3.0 CR): This distance theory course will be examining the impact of economic, demographic, and technological forces on the health care delivery system, and social issues that influence professional nursing practice. Future trends will be considered in terms of their impact on the roles of the professional nurse. *Prerequisite:* GEN 311 *Principles of Baccalaureate Learning*; GEN 321 *Academic Writing for the Health Professional*

NSG 342 NURSING THEORY IN PRACTICE (3.0 CR): This distance theory course will focus on the theories in nursing as an introduction to reasoning within professional nursing practice. This course provides an overview of theories and nursing theorists, as well as a method for critiquing theory. This course will provide students with a foundation for professional nursing practice and research. *Prerequisite:* GEN 311 *Principles of Baccalaureate Learning*; GEN 321 *Academic Writing for the Health Professional*

NSG 352 PUBLIC HEALTH AND COMMUNITY-BASED NURSING (5.0 CR): This distance theory course emphasizes public health nursing in the community. An introduction to epidemiology and environmental health as well as concepts of health disparities in a local and global perspective will be discussed. Health promotion and disease prevention concepts are integrated in population-focused, community-oriented nursing practice. This course will include a practicum experience focusing on assessing the community. *Prerequisite:* GEN 311 *Principles of Baccalaureate Learning*; GEN 321 *Academic Writing for the Health Professional*

NSG 423 LEGAL AND ETHICAL ISSUES IN NURSING (3.0 CR): This distance theory course will explore legal concepts, laws, and regulations that guide professional nursing practice. The course will help professional registered nurses understand how ethical issues play a role in their decision-making in everyday professional nursing practice. *Prerequisite:* NSG 332 *Issues & Trends in Nursing*; NSG 342 *Nursing Theory in Practice*

NSG 443 EVIDENCE-BASED PRACTICE AND NURSING RESEARCH (3.0 CR): This distance theory course will explore evidence-based nursing practice and how it is processed and appraised. The research process will also be explored. Students will focus on accessing and analyzing current nursing research literature to enable the professional nurse to apply research to current practice issues. *Prerequisite:* NSG 332 *Issues & Trends in Nursing*; NSG 352 *Public Health and Community-Based Nursing*

NSG 444 POLICY AND POLITICS IN NURSING (3.0 CR): This distance theory course examines the complexities among economics, ethical principles, social policies, legislative, and regulatory processes that influence access, delivery, and the organization of health care systems. Professional nurses will learn how policy and politics affect their practice and how they can influence legislation. *Prerequisites:* NSG 423 *Legal & Ethical Issues in Nursing*

NSG 454 NURSING LEADERSHIP AND MANAGEMENT (5.0 CR): This distance theory course will provide an overview of essential nurse leader/ manager skills. Key topics include critical thinking, effective communication, conflict resolution, successful delegation, team building, controlling human and financial resources, quality improvement, stress management, and leading change. This course will include a practicum experience focusing on a quality improvement initiative. *Prerequisite:* NSG 423 *Legal & Ethical Issues in Nursing*.

NSG 464 EDUCATION FOR HEALTH PROMOTION (CAPSTONE) (5.0 CR): This distance theory capstone course focuses on the role of nurse as health educator. Using a scientific and an educational theoretical framework, the student will design and implement an evidence-based teaching plan for a vulnerable population in the community setting. The nursing process will be applied with the goal of promoting and preserving the health of populations. This course will include a practicum experience focusing on teaching health promotion in the community. *Prerequisites:* NSG 454 *Nursing Leadership & Management*.

Surgical Technology Program Courses

SUR 111 INTRO TO SURGICAL TECHNOLOGY (4.0 CR): This theory course is designed to provide the students with an introduction to the study of surgical technology in the hospital environment with emphasis on the OR and ancillary areas, the roles of members of the OR team, and environmental and safety considerations. Basic and highly specialized equipment typically utilized in the surgical environment will be introduced, with emphasis placed on basic understanding of fundamental skills and concepts in computer science, electricity, and physics as related to safe application of surgical equipment. Safe work practices, positive interpersonal relationships, therapeutic communication skills, and critical thinking skills are stressed. Ethical and moral issues, proper documentation, and risk management topics as they relate to the Surgical Technology profession are explored. Patient care concepts focus on the patient's physical and psychological needs, topics of death and dying, as well as diagnostic and assessment procedures utilized prior to surgery, patient identification, review of the patient chart, and transportation and positioning of the surgical patient. The history of surgery is explored focusing on current practice and trends for the future.

SUR 111L INTRO TO SURGICAL TECHNOLOGY LAB (1.0 CR): This laboratory course will develop functional introductory skills to reinforce the practical knowledge learned in SUR 111. Skills covered will include patient interviews and identification, therapeutic communication, diagnostics and assessment, transportation and transfer, positioning, and an introduction to surgical and specialized equipment in the operating rooms. Demonstration of course competencies at a proficient level will be required in order to successfully complete the course.

SUR 122 SURGICAL TECHNIQUES (6.0 CR): This theory course outlines and develops elements of perioperative care to include pre-operative, intra-operative and postoperative care of the surgical patient. Pre-operative care topics focus on positioning of the surgical patient as well as catheterization and the surgical prep. Intra-operative care focuses on instruction and hands-on experience of fundamental technical skills such as the surgical scrub, gowning and gloving, and establishment and maintenance of the sterile field and principles of asepsis. Topics of specimens, hemostasis, drains, wound closure, tissue replacement materials and wound dressings are explored. Techniques related to the proper care and handling of instruments and supplies are identified. Instruction in post-operative care focuses on patient care in the PACU, and discharge planning. Principles and methods of

disinfection and sterilization are discussed in relation to the operating room and patient safety. This course is taught in conjunction with SUR 122L.

SUR 122L SURGICAL TECHNIQUES LAB (2.0 CR): This laboratory course will develop functional introductory skills to reinforce the practical knowledge learned in SUR 122. Skills covered will include, draping, surgical prep, surgical scrub, gowning and gloving, surgical equipment and supplies, introduction to surgical instruments, methods of disinfection and sterilization, and setting up the sterile back table and mayo stand. Demonstration of course competencies at a proficient level will be required in order to successfully complete course.

SUR 102C INTRO TO CLINICAL EDUCATION (1.0 CR): This clinical course provides supervised clinical observations for the introduction of students to clinical education. Students will familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the surgical environment. Students will observe the patient experience from admission through discharge including various surgeries to become familiar with clinical teamwork in the facilitation of safe and effective patient care.

SUR 143 PHARMACOLOGY & ANESTHESIA (3.0 CR): This theory course provides instruction in the various methods used to decrease sensation for the patient during surgical procedures. Patient response to different types of anesthesia, medications used, and monitoring devices are explored. Identification of potential emergency situations and the required response from surgical personnel is provided. Students learn the various drugs and solutions for which the Surgical Technologist may be responsible. Calculation, measuring, conversion, mixing, reconstitution, and proper handling of these drugs/solutions is discussed and tested.

SUR 133 SURGICAL PROCEDURES I (3.0 CR): This theory course includes detailed descriptions of the many aspects of surgical procedures related to General, OB-GYN, and ENT cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course is taught in conjunction with SUR 133L.

SUR 133L SURGICAL PROCEDURES I LAB (1.0 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation, and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 133.

SUR 103C CLINICAL EDUCATION I (3.0 CR): This clinical course provides integrated and supervised clinical experiences to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the roles of the Surgical Technologist, circulating nurse, certified nursing assistant, sterile processing personnel, as well as pre and post-operative personnel. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health and/or RH affiliates. Clinical Education I requires successful completion of case and competency requirements specified on the Competency Checklist.

SUR 234 SURGICAL PROCEDURES II (5.0 CR): This theory course includes detailed descriptions of the many aspects of surgical procedures related to Neuro, Orthopedic, Thoracic, Cardiovascular and Ophthalmic cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course is taught in conjunction with SUR 234L.

SUR 234L SURGICAL PROCEDURES II LAB (1.0 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation, and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 234.

SUR 254 MICROBIOLOGY FOR THE SURGICAL TECH (2.0 CR): This theory course includes an exploration of microbiology as related to the role of the Surgical Technologist. Cell structures and functions, specific classes of microorganisms, and modes of transmission are identified. Course content includes descriptions of the process of infection, identifies body defense mechanisms

to pathogens, and discusses the methods of destruction of pathogens.

SUR 204C CLINICAL EDUCATION II (6.0 CR): This clinical course provides integrated and supervised clinical experiences in which to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the role of the Surgical Technologist at the second scrub level of performance. Students will begin their transition from the second scrub level with the introduction of first scrub performance. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health and/or RH affiliates. Clinical Education II is designed to provide exposure to additional and various surgical procedures in order to build practical knowledge, skills development, and student confidence in their role as a Surgical Technologist. Rotations are scheduled to provide students with the opportunity to meet the case/competency requirements inclusive of paperwork submission detailed in the evaluation criteria of SUR 204C.

SUR 235 SURGICAL PROCEDURES III (3.0 CR): This theory course includes detailed descriptions of the many aspects of surgical procedures related to Plastics, GU, Trauma, Robotics, Pediatric and Geriatric cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course also compares current practice and trends with upcoming technology related to the field of surgery. This course is taught in conjunction with SUR 235L.

SUR 235L SURGICAL PROCEDURES III LAB (0.5 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation, and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 235.

SUR 205C CLINICAL EDUCATION III (9.0 CR): This clinical course provides terminal, supervised clinical experiences in which to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the role of the Surgical Technologist at the first scrub level of performance. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health and/or RH affiliates. Clinical Education III is designed to prepare students for entry-level readiness into the profession of surgical technology and provide students with the opportunity to participate in various surgical procedures to meet the case/competency requirements inclusive of paperwork submission detailed in the evaluation criteria of SUR 205C.

SUR 300 CERTIFICATION EXAM PREPARATION (3.0 CR): This Capstone course reviews the primary principles and practices of the Surgical Technologist in preparation for the NBSTSA National Certifying Exam for Surgical Technologists and for a career as a Surgical Technologist. Career planning topics include completing applications for employment, resume writing, interviewing strategies, and job retention qualities. Students will also review and practice techniques that facilitate effective interpersonal communication related to job seeking skills.

If not taken as pre-requisite courses, the following will be required during the program. These courses are available through the Geneva/Portage Agreement:

PHYS 165 PHYSICS (3.0 CR)

PHIL 120 INTRODUCTION TO ETHICS (3 CR)

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