



Southside College of
Health Sciences



2024-2025 COLLEGE CATALOG



College Administration

Melanie Green, PhD
Carrie Newcomb, EdD
Benjamin Djeukeng, PhD
Amy Pozza, MBA
Holly Pugh, MSHA
Leslie Winston, EdD
Carrie Newcomb, EdD
Rebecca Keith, MS
Kasey Shea, MSN
Kimberly Yeager, BBA

Vice President, Richmond Higher Education Institutions
Interim Campus Director, Interim Dean of Academic Affairs
Dean of Administration
CFO, Richmond Higher Education Institutions
Dean of Clinical Simulation and Learning Center
Dean of Student Affairs
Associate Dean of Student Affairs
Program Director, Radiologic Technology
Program Director, Nursing
Program Director, Diagnostic Medical Sonography

Staff

Rachel Abraham, MSM
Andrea Ackinclose
Melanie Arcibal, BS
Monique (Moe) Bates, EdD
Marilyn Bendall
Joanne Bogese, BA
Rachel Bulifant, MS
Sidney Butler, BS
Jared Crist, MED
Andrenetta Daniel, AS
Rachel Evans, MSHE
Kelley A. Florian, BA
Beth Ford, AAS
Hannah Harman, BS
Blakeney Hartka, MEd
Shawn Howard, MS
Elia C. Imler, MS
Nicholas Kost, BA
Lydia Lisner, MEd
James May, BA
Margaret (Meg) McCarter
Tina Metzger, MSIS
Allison Peterson, MS Ed
Meagan Rawls Lewis, PhD
Page Robbins, MBA
Shawn Ruppert, BA
Allan Sackenreuter, BS
Dayna Scarberry, MEd
Jason E. Smith, MS
Ryan Stiles, MBA
Erica Stubblefield, MEd
Faith Taylor, BS
Ingrid Terrell, BA
Garrett Tolbert, BS
Rochelle Upshur, MBA
Maria Vasquez, BS
Kathy Welsh, AS

Digital Marketing Specialist
Administrative Assistant
Senior Accountant
Director of Compliance and Risk Management
Admissions Assistant
Student Services Coordinator
Director of Digital Learning and Distance Education
System Support Specialist
Director of Student and Alumni Affairs
Clinical Simulation and Learning Assistant
Director of Admissions
Director of Financial Aid
Admissions Manager
Registrar Specialist
Career Advisor
Student Success Advisor
Director of Marketing and Communication
Manager, Information Technology
Director of Student Success
Librarian
Bursar
Manager, RHEI Library
Manager, Career Services
Sr. Research Institutional Analyst
Financial Aid Specialist
Registrar Specialist
Simulation Technical Manager
Alumni Relations Coordinator
Director of Information Technology
Director of Records and Registration
Assistant Director, Center for Student Success
Director of Finance
Graphic Design Specialist
Admissions Recruiter
Building Operations Manager
Admissions Recruiter
Financial Aid Counselor

Disclosures

This catalog is intended for information purposes only and was printed on August 30, 2024 for the 2024–2025 academic year. Southside College of Health Sciences (SCHS) has made a good faith effort to avoid typographical errors and other mistakes, changes in requirements, regulatory policies, rules, fees, procedures, courses, and informational statements. SCHS reserves the right to revise any part or section as may be required. Students will be informed of such changes through various methods including current LMS and/or their College email accounts. In any case, erroneous catalog statements do not take precedence over properly adopted policies. SCHS reserves the right to deny admission to any applicant when it is determined to be in the best interest of the College.

SCHS is an equal opportunity affirmative action educational institution. No person shall be excluded from participating in, be denied the benefit of, or be subjected to discrimination under any program or activity of the College because of race, color, national origin, age, sexual orientation, or handicap.

This catalog provides the programs of study and course descriptions that are available at SCHS and includes information about admission to the College, enrollment, degrees, and academic policies. You are encouraged to use this catalog throughout your academic career at the College. The catalog for the term in which a student enters SCHS is the governing document for requirements for graduation. If a student leaves SCHS and is readmitted, the governing catalog for the student will be the one current for the term of re-enrollment.

Academic advisors and staff members are available to assist students in understanding the requirements and regulations that follow. However, it is the student's responsibility to meet these standards. Students are encouraged to use this catalog as a reference.

All associates and students of SCHS are expected to comply with all federal, state, and local laws as well as the policies and procedures of Southside Medical Center (SMC), Bon Secours Mercy Health (BSMH), and SCHS. Any violation may result in disciplinary action up to and including termination of employment or dismissal from the program. In addition to the above, faculty and students must comply with any outside clinical agencies' policies and procedures when in that setting.

The College services and property, including the College and parent organization's name are to be used solely for the purpose of College business by students, faculty, staff, and recognized groups. Students are responsible for assuring that College assets and resources are used solely for institutional business. These assets and resources include but are not limited to:

- SMC name badge and student uniforms
- Classroom and clinical supplies and equipment
- Technological resources
- Space

The institution and College's name or logo may not be used in any announcement, advertising matter, publication, correspondence, or report in connection with any personal or unofficial activities of students, faculty members or staff. Furthermore, the institution/College's name and logo must not be used in any way that could be construed as implying endorsement of any project, product, or service not officially sponsored by the College/Institution.

Nondiscrimination Statement

SCHS is dedicated to equality of opportunity for its staff and students. The College does not discriminate against students, associates, or applicants on the grounds of race, color, religion, age, sex, national origin, sexual orientation, or disability.

SCHS is committed to this policy and supports the protection of citizens by all applicable Federal Laws including Title VI and Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, Title IX of the 1972 Education Amendments, Executive Order 11246 as amended by 11375 Title VII (Section 799A) and Title VIII (Section 845) of the Public Health Service Act, the Age Discrimination Act, the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991.

Sexual harassment shall be deemed a form of discrimination based on sex as prohibited by Section 703 of Title VII of the Civil Rights Act, Chapter 10, Title 2.1 Code of Virginia (in the case of employees) and Title VI of the Education Amendments Act of 1972 (in the case of students). Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. Any member of SCHS believing he or she has been discriminated against or desiring more information concerning these provisions should contact Cynthia M. Swineford, Campus Director & Dean of Academic Affairs, Southside College of Health Sciences, 430 Clairmont Court, Suite 200, Colonial Heights, VA.



Welcome to Southside College of Health Sciences

Welcome to Southside College of Health Sciences. Whether you are a student who is returning to SCHS or one who is new to our campus, this is an incredibly exciting time for you as you close one chapter of your life and open another. For some of you this may be your next big adventure following graduation from high school and for others, you are returning to school following time spent in the workforce to improve your skills, change career paths or follow a dream you have had for many years.

SCHS has a long history steeped in academic rigor and excellence. Since 1895, our graduates have been unsurpassed in their achievements and dedication to the communities where they live and work. You can be certain that when you graduate from one of our programs, you will be well-equipped to practice and lead in the constantly changing health care field.

Faculty, administration and support staff focus on providing a student-centered approach to education, support of academic success and a service-learning approach to health care. Our small class sizes, outstanding faculty and support staff combined with the relationship and assistance of the medical center continue to make SCHS the first choice in health care education in the Tri-Cities and beyond.

I am honored to welcome you to the College and the rich tradition that is ours.

Carrie Newcomb, EdD

Interim Campus Director and Interim Dean of Academic Affairs

Bon Secours Richmond Health System Board of Directors

Makola Abdullah, PhD
Stuart A. Bunting
Regina Elbert
Wael Haidar, MD
Chris R. Hairston-White

Devon Henry
Birdie H. Jamison, Vice Chair
Lang Liebman, MD, Chair
Mike Lutes
Miguel Quinones

Linda Rigsby
Sr. Mary Shimo
Jeff Szyperski
Brian Yanofchick

Telephone Numbers

MAIN TELEPHONE: **804-765-5800**

MAIN FAX: **804-765-5944**

Administrative Assistant	804-765-5118
Admissions Manager.....	804-765-6745
Associate Dean of Student Services	804-627-5139
Bursar/Business Office.....	804-765-5801
Building Operations Manager	804-765-5816
Career Services Manager	804-627-5381
Career Counselor.....	804-765-5177
Director, Diagnostic Medical Sonography Program	804-765-6755
Director, Financial Aid	804-627-5350
Director, IT	804-517-9744
Interim Director, Nursing Program.....	804-765-5551
Director, Radiologic Technology Program.....	804-765-5965
Director, Records and Registration.....	804-627-5140
Director, Student and Alumni Affairs.....	804-627-5390
Director, Student Success	804-627-5335
Financial Aid Specialist	804-765-6746
Librarian	804-765-6044
Registrar Specialist.....	804-765-5498
Student Counseling/Resources (Student Life)	855-695-2818
Student Success Advisor.....	804-765-5214
Student Services Coordinator	804-765-5805
System Support Specialist.....	804-765-5505

Emergencies

EMERGENCY DIRECTORY

Ambulance Service.....	911
Fire Department	911
Police, Emergency	911
Police, Non-Emergency	804-520-9300
Poison Control	800-222-1222
Security, SCHS	804-765-6831
Security, Southside Medical Center	804-765-5889
Campus Director, Dean of Academic Affairs.....	804-765-5803

Alerts

The College uses a broadcast alert and notification system as part of its safety plan. In case of an emergency, all associates will receive emergency notifications through the Rave Alert system (via text, email, or voice) to their preferred emergency contact methods. Students who have signed up for emergency notifications through the Campus Nexus® Portal, will be sent a message (via text, email, or voice) to their preferred emergency contact methods. The message will state the emergency as well as any actions to be taken. At the beginning of each Fall and Spring semester, students and associates are asked to log onto the Campus Nexus® Portal and Workday, respectively, to verify their emergency contact information and update it if necessary. During this process, they are also allowed to choose their preferred emergency contact methods. Students and associates who do not have a cell phone or who do not request alert activation shall assume full responsibility for obtaining information regarding College closures and related actions via other modes of communication.

Accreditation and Approvals

Southside Medical Center is accredited by:

The Joint Commission

One Renaissance Boulevard
Oakbrook Terrace, Illinois 60181
Phone: 630.792.5800 | Fax: 630.792.5005

The College is certified to operate by:

The State Council of Higher Education for Virginia (SCHEV)

101 North Fourteenth Street, 10th Floor
James Monroe Building
Richmond, Virginia 23219
Phone: 804.225.2600
<https://www.schev.edu/>

The College is institutionally accredited by:

The Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Boulevard, Suite 730
North Bethesda, MD 20852
Phone: 301.291.7550
info@abhes.org | www.abhes.org

The Nursing Program is approved by:

The Virginia Board of Nursing Perimeter Center

9960 Mayland Drive, Suite 300
Richmond, Virginia 23233
Phone: 804.367.4400

The Nursing Program is accredited by:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Rd NE, Suite 1400
Atlanta, Georgia 30326
Phone: 404.975.5000
info@acenursing.org | www.acenursing.org

The Radiologic Technology Program is accredited by:

The Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
Phone: 312.704.5300
mail@jrcert.org | www.jrcert.org

The Diagnostic Medical Sonography Program is accredited by:

Commission on Accreditation of Allied Health Education Programs (CAAHEP) via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). CAAHEP (Commission on Accreditation of Allied Health Education Programs)

9355 - 113th St. N, #7709
Seminole, FL 33775
Phone: 727.210.2350 | Fax: 727.210.2354
mail@caahep.org | www.caahep.org

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

6021 University Boulevard, Suite 500
Ellicott City, Maryland 21043
Phone: 443.973.3251 | Fax: 866.738.3444
www.jrcdms.org

The Nursing Program is a member of

National League for Nursing (NLN)

2600 Virginia Avenue, NW, 8th Floor
Washington, DC 20037
Phone: 800.669.1656 | Fax: 212.812.0393
<https://www.nln.org/>

The College is approved by the Virginia State Approving Agency:

Virginia Department of Veterans Affairs State Approving Agency

101 North 14th Street, 17th Floor
Richmond, Virginia 23219
Phone: 804.786.0286
<https://www.dvs.virginia.gov/>

Educational Effectiveness

SCHS is committed to the continuous evaluation and improvement of our educational programs. This continuing process allows SCHS and its programs to assess institutional and/or program effectiveness and quality. The College has implemented a Program Effectiveness Plan (PEP) which assists in review of program curriculum, retention, graduation and placement rates for each program, student learning outcomes and student satisfaction with the College and its programs. A vital part of that effort is the component dealing with student learning outcomes and satisfaction. During the time students are enrolled at SCHS and later, as alumni, they will be asked to participate in various activities designed to determine how well the programs are meeting their stated purposes. For more information regarding Institutional/Program effectiveness and/or accreditation, please contact the College.

Program Evaluation

Students are responsible for evaluating the curriculum and faculty as it relates to their learning experiences. To accomplish this, surveys will be administered electronically a few weeks prior to the completion of the semester. The information submitted on the evaluations will be tabulated and the results will be provided to the College Campus Director and Program Directors prior to the start of the new semester. Student's comments will remain anonymous. Results will be used to determine how changes and revisions to the courses and/or programs can be made to improve students' educational experience.

Hospital and College Information

History of the Hospital

Petersburg was originally known as Peter's Point. The settlement was granted its first charter as a town on December 17, 1748. In 1850, the town of Petersburg was consolidated with the nearby settlements of Blandford, Pocahontas, and Ravenscroft to become a city; the third in Virginia with a population of over 14,000. Because of its location on the Appomattox River, Petersburg was instrumental in the early 18th century as an important commercial trading center. Both the Revolutionary and Civil Wars figure prominently in Petersburg's history, and Fort Gregg-Adams, a Class 1 military installation, is located nearby.

Petersburg was a hospital center during the Civil War. Dr. John Herbert Claiborne, Senior Surgeon, was in charge of four hospitals housed in converted factories located within the area. In August 1886, the first Petersburg Hospital, called the Home for the Sick, was organized. With a group of fifteen church women acting as managers and ten men as directors, the institution began. In 1891, the hospital was moved to Bragg House on Washington Street. In 1896, the addition of an emergency ward added ten more beds, while a ward devoted to African Americans further increased the capacity of the facility. The original building was later used as a nurses' home and still later as the pediatric ward of the hospital when the capacity grew to seventy-five beds.

The visits of Dr. Joseph Price of Philadelphia were important events in the early history of the hospital. Dr. Price came from Philadelphia once each year to perform operations, which the staff had arranged for him with the understanding that if one patient paid his regular fee, Dr. Price would operate on any number of others without charge. The number of operations increased from two in 1892 to four in 1893 and grew to 24 in 1894. The operating room was located in a hall on the second floor of the hospital with a pine table board furnished by Dr. Budd as the operating table. The first operating equipment was bought with funds raised from a baseball game. Later the Dunlop Memorial House was used as an operating room and an addition was built, so that in 1910, the hospital was described as a "handsome and up-to-date" place for caring for the sick and infirm of Petersburg.

The need for a new facility was first recognized in the 30s and early 40s when the hospital became inadequate to accommodate the needs and number of patients. A campaign began in 1940 but was stymied by the onset of World War II. After the war, another effort was made to establish a Hospital Campaign when a drive was set up with leading business and professional men who headed various groups of civic and other types of organizations. This newly formed Hospital Authority, whose members were appointed by the mayor, received contributions, pledges and memorial gifts that were generously donated by the citizens of Petersburg.

The Petersburg General Hospital was dedicated on October 14, 1952, with colorful ceremonies at Cameron Field. Following the ceremony, formal tours of the facility were given to the citizens of Petersburg. Eighty-eight patients were transferred from the old hospital to the new one. The new hospital was now in operation.

There has been much progress over the last 55 years. In 1986, to reflect the larger area served, the hospital's name was changed to Southside Medical Center. In the summer of 2003, Southside Medical Center joined the Community Health Systems network of hospitals as one of more than 133 hospitals nationwide. The new hospital opened in July 2008 and is located off of Interstate 95 between the Wagner and Rives Road exits.

Southside Medical Center

Southside Medical Center has been serving the community for over 100 years. Southside Medical Center serves the communities of Petersburg, Hopewell, Colonial Heights, Fort Gregg-Adams and Chester, and the counties of Prince George, Dinwiddie, Sussex, Surry and southern Chesterfield. The hospital's mission is to provide extraordinary health care for patients and their families, provide a center of excellence for physicians to practice medicine, and create a vibrant workplace for employees. Key service lines for Southside Medical Center are Cardiology, Orthopedics, and Surgery. In addition, Southside Medical Center offers a wide range of services and facilities, including but not limited to:

- Behavioral Health.
- Cancer Center.
- Diagnostic Imaging Services.
- Dialysis.
- Emergency Services, Level III Trauma Center.
- Rehabilitation.
- College.
- Southside Physicians Network.
- Wound Healing Center.
- Home Health.

The hospital is licensed for 300 beds and has been recognized by HealthGrades as #1 in the Richmond Region, #2 in Virginia and in the top 10% of the nation for coronary intervention (2009). Southside is the only trauma designated hospital in the Tri-City area and southern Virginia. The Medical Center is located at 200 Medical Park Boulevard, Petersburg, VA 23805.

Southside College of Health Sciences

The College is the pre-licensure, pre-certification residential education component of Southside Medical Center. The College is comprised of the following academic departments:

- Professional Nursing.
- Medical Imaging Technology.
 - Radiologic Technology.
 - Diagnostic Medical Sonography.

Southside College of Health Sciences (SCHS) is owned by Bon Secours LLC.

History of the Nursing Program

The Petersburg Training School for Nurses was organized by Miss Lelia Nevins Ions in November 1895. The first nursing class at Petersburg consisted of three students who trained for a period of two years. The Training School was organized to fill a desperate need for nursing service that existed at the Petersburg Home for the Sick; the hospital that served the city in the late 1800's and later become the Petersburg Hospital.

With the advent of World War II, there was an increased demand for nurses and nursing services, and an increase in the number of students interested in studying nursing. In 1943, the school participated in the U.S. Cadet Nurse Corp, an organization of the Public Health Service. During the war, the school took in two classes yearly in an accelerated program in order to produce more nurses for civilian and military service.

The relationship between the hospital and the school continued until 1953 when Petersburg General Hospital opened. In 1954, the school closed and the members of the graduating class then affiliated with the Alexandria School of Nursing in Alexandria, Virginia. For two years, the school remained closed. Through the efforts of Mr. E.H. Titmus, Sr., and other interested citizens of Petersburg, the school was reactivated in 1956.

History of the Medical Imaging Programs

Radiologic Technology Program

The demand for Radiologic Technologists began in earnest in the 1940's with an increased need for screening chest x-rays for tuberculosis. In the 1950's, a steady development of increasingly sophisticated technology in radiography caused a greater need for technologists with a strong clinical background. Formal education of radiologic technologists began at Petersburg General Hospital in September 1958 with admission of three students under the direction of Dr. Carroll Peabody, a Radiologist. Dr. Ehrenworth assumed the position as director in 1959, and in the early 1960's a radiologic technologist took over as Program Director. The program has been accredited by The Joint Review Committee on Education in Radiologic Technology (JRCERT) since 1970.

Diagnostic Medical Sonography Program

In January of 2008, the Diagnostic Medical Sonography program admitted its first class. The program was started based upon a local need for clinically competent sonographers in the service area. Since the initial implementation of the program, there have been increased number of graduates who have traveled from surrounding areas within a one- to three-hour radius. The Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Mission and Philosophy Purpose

The College is a private, post-secondary institution with its primary purpose being that of providing health care educational programs to the Tri-City and surrounding communities. Operating within the legal framework of the Commonwealth of Virginia, SCHS is committed to educating skilled, compassionate health care professionals, and expanding clinical knowledge and practice.

Mission

The mission of SCHS is to provide quality health education programs to individuals in communities we serve. The College offers individuals the opportunity to acquire knowledge, skills, and competencies necessary for practice in their chosen health discipline. The College promotes an environment that fosters individual learning and excellence in practice.

Philosophy

Health care education today involves much more than the transfer of information and technical skills to the student. The faculty and staff of SCHS are committed to providing a high-quality environment which fosters student success through institutional integrity, ethical practice, and a commitment to continuous improvement in the quality of teaching and learning. As an institution whose primary purpose is the education and development of individuals seeking to enter the health care field, the faculty and staff are also charged with and committed to protecting the health and wellbeing of the public by ensuring that their graduates are prepared to provide safe and effective care. The faculty also believes that education is a life-long, continuous process; one in which all must join together to improve the environment in which they live, work, and learn. The College faculty also recognizes the need to admit students who have the academic preparation and skills necessary to be successful in the program of their choice. Therefore, students are admitted on a competitive basis in each program.

Core Values

The College is committed to:

- Providing high quality, health science programs leading to an associate degree and transfer to baccalaureate institutions, with an emphasis on life-long learning.
- Recognizing, promoting, and implementing activities that enhance the intellectual, economic, and social needs of its students and that allow them to contribute to the community, society, and their own quality of life.
- Addressing the needs of today's health care workforce by providing alternative methods of achieving their education.
- Using systematic assessment, planning, and evaluation for all programs for allocation of resources.
- Demonstrating accountability in providing care for patients, families, and communities in a respectful, confidential manner that preserves the worth and dignity of human beings.

Institutional Objectives

The College will:

- Provide active learning experiences to promote critical thinking and applications of theory to clinical practice to meet the health care needs of the public in a variety of settings throughout the life cycle.
- Facilitate the student's development and application of a caring, compassionate attitude in meeting the health care needs of the public.
- Teach sound health care management principles appropriate to a collaborative, multicultural, interdisciplinary environment.
- Instill an awareness of ethical issues in a pluralistic environment and legal boundaries within the practice of the student's chosen health care profession.
- Encourage the development of therapeutic and collaborative communication skills.
- Stimulate development of autonomous, self-directed, life-long learning skills.
- Provide quality instruction and clinical experiences that prepare graduates to function in entry-level health care positions.
- Prepare graduates to apply to take the licensing or certification examination required for practice in the chosen health care profession.

Principles/Practices

All courses offered at SCHS are developed and implemented in accordance with established policies and procedures as outlined in the SCHS catalog and administrative policies. SCHS follows established standards from the Accrediting Bureau of Health Education Schools (ABHES) as well as standards set forth by discipline-specific accrediting and state approval agencies. Credit for all SCHS courses is determined using ABHES standards.

Contents

Chapter 1

Academic Policies and Procedures

Academic Calendar	12
Academic Classification.....	16
College Grading System	16
Changes of Curricula, Courses, Catalog and/or Semester Schedule.....	20
Substance Abuse/Criminal Background Check/ Immunizations	20
Student Declaration of Current Address and/or Relocation.....	20
Communication.....	20
Student Grievances.....	21
Grade Appeal Process.....	24

Chapter 2

Standards for Student Performance

Student Conduct—Rights and Responsibilities	29
Family Educational Rights and Privacy Act (FERPA)	31
Directory Information.....	32
Parental Notification	33
Drug-Free Environment.....	33
Student Life.....	33
Children and Pets in the Academic Setting.....	33
News Outlets —Social Media Guidelines	33

Chapter 3

Registration, Progression and Graduation

Add/Drop/Withdrawal from a Course.....	35
Transfer of Program Credits	35
College Level Examination Program (CLEP).....	35
Advanced Placement (AP).....	36
Academic Progression	36
Standard Period of Non-Enrollment or Permanent Resignation from the College.....	36
Commencement.....	36
Transcripts.....	36

Chapter 4

Finance

SCHS Finance.....	39
Charges.....	39
Financial Aid.....	43
Financial Refunds.....	47
SCHS Finance Team	49
Definitions.....	51
Scholarships.....	55

Chapter 5

Programs, Academic Policies and Procedures

Admission.....	58
Readmission	58
Pre-requisites and Co-requisites.....	59

Course Descriptions	59
Attendance	61
Enrollment Agreement.....	61
Clinical Compliance	61
Confidentiality	62
Dress Code	62
Academic Progression	62
Diagnostic Medical Sonography	63
Nursing	67
Radiologic Technology.....	76

Chapter 6

Safety and Facility Information

Directions.....	82
Educational Facilities	83
Student Parking	84
Housing and Transportation	84
Employment.....	84
Health Services.....	85
Food Services.....	85
Restrooms	85
Posting Notices	85
Smoking/Vaping.....	85
Crime Awareness and Campus Security	86
Evacuation.....	86
Inclement Weather	86

Chapter 7

Student Affairs

Student Affairs	88
Requesting Accommodations	90
Clinical Simulation and Learning Center.....	90
Learning Management System and Student Information System	90
Information Technology Requirements and Resources.....	91
Learning Platforms and Student Information System	91
SCHS Technology Requirements.....	91
Trajecsys.....	91
Student Email.....	91
Peer-to-Peer File Sharing Policy.....	91
Library Services	92
SafeAssign.....	92
Student Organizations	93
Student Participation in Governance	93

Chapter 8

Appendices

Student Grievance Flowchart.....	95
Student Conduct Flowchart	96
Administrative Offices	97
Administration and Staff	98
Faculty	99

CHAPTER 1

Academic Policies & Procedures

Academic Calendar	12
Academic Classification	16
College Grading System	16
Changes of Curricula, Courses, Catalog and/or Semester Schedule.....	20
Substance Abuse/Criminal Background Check/Immunizations	20
Student Declaration of Current Address and/or Relocation	20
Communication.....	20
Student Grievances.....	21
Grade Appeal Process	24

Academic Calendar 2024–2025

Southside College of Health Sciences – 16-Week DMS, RAD Programs

The calendar is subject to change. Please access the very latest calendar via our website.

FALL 2024 – 16 Weeks		
August 23	Friday	Tuition and fees for the spring term are due by 12 noon
August 26	Monday	Fall semester begins
August 26–September 4	Monday–Wednesday	Add/drop period
September 2	Monday	Labor Day — College closed
September 4	Wednesday	Last day to drop a course with 100% refund*
September 14	Saturday	Last day to withdraw from a course with an 80% refund*
September 25	Wednesday	Last day to withdraw from a course with a 60% refund*
October 1–November 1		Advising Period
October 5	Saturday	Last day to withdraw from a course with a 40% refund*
October 10–11	Thursday–Friday	Fall Break — No classes
October 26	Saturday	Last day to drop a course with a 20% refund*
October 26	Saturday	Last day to withdraw from a course with a “W”
November 15	Friday	Spring 2025 Graduates: Intent to graduate form is due
November 27	Wednesday	No classes
November 28–29	Thursday–Friday	Thanksgiving Break — No classes — College closed
December 6	Friday	Classes end
December 9–13	Monday–Friday	Final examination period
December 16	Monday	Final grades due

SPRING 2025 — 16 Weeks

January 3	Friday	Tuition and fees for the spring term are due by 12 noon
January 6	Monday	Spring semester begins
January 6–15	Monday–Wednesday	Add/drop period
January 15	Wednesday	Last day to drop a course with 100% refund*
January 20	Monday	Martin Luther King, Jr. Day — No classes
January 25	Saturday	Last day to withdraw from a course with an 80% refund*
February 5	Wednesday	Last day to withdraw from a course with a 60% refund*
February 15	Saturday	Last day to withdraw from a course with a 40% refund*
March 1–April 1		Advising Period
March 8	Saturday	Last day to drop a course with a 20% refund*
March 8	Saturday	Last day to withdraw from a course with a “W”
March 12–14	Wednesday–Friday	Spring break — No classes
April 18	Friday	Classes end
April 21	Monday	Final Exams for Graduating Seniors
April 21–25	Monday–Friday	Final Examination period
April 28	Monday	Final grades due
April 29	Tuesday	Conferral of Degrees
May 21	Wednesday	Graduation (<i>Tentative Date</i>)

SUMMER 2025 — 15 Weeks

May 2	Friday	Tuition and fees for the summer term are due by 12 noon
May 5	Monday	Summer session begins
May 5–14	Monday–Wednesday	Add/drop period
May 14	Wednesday	Last day to drop a course with 100% refund*
May 24	Saturday	Last day to withdraw from a course with a 80% refund*
May 26	Monday	Memorial Day — College closed
June 1–30		Advising Period
June 3	Tuesday	Last day to withdraw from a course with a 60% refund*
June 14	Saturday	Last day to withdraw from a course with a 40% refund*
July 4	Friday	Independence Day Observed — No classes
July 4	Friday	Last day to withdraw from a course with a 20% refund*
July 4	Friday	Last day to withdraw from a course with a “W”
August 8	Friday	Classes end
August 11–15	Monday–Friday	Final examination period
August 18	Monday	Final grades due

*See ADM 5.01 Financial Refund for further details.

Academic Calendar 2024–2025

Southside College of Health Sciences – New 8-Week NUR Program

The calendar is subject to change. Please access the very latest calendar via our website.

FALL Term One 2024: 8 Week Term (Module)		
August 9	Friday	Tuition and fees for fall term one are due by 12 noon
August 12	Monday	Fall term (module) one begins
August 12–21	Monday–Wednesday	Add/drop period
August 21	Wednesday	Last day to drop a course with 100% refund*
August 27	Tuesday	Last day to drop a course with 60% refund*
September 1	Sunday	Last day to withdraw from a course with an 40% refund*
September 2	Monday	Required testing (7am–12pm)
September 2	Monday	Labor Day — College closed (12pm–5pm)
September 9–13	Monday–Friday	Advising Period
September 12	Thursday	Last day to withdraw from a course with a 20% refund*
September 12	Thursday	Last day to withdraw from a course with a “W”
October 4	Friday	Classes End
October 7	Monday	Final grades due
October 7–11	Monday–Friday	Fall Break — No classes

FALL Term Two 2024: 8 Week Term (Module)		
October 11	Friday	Tuition and fees for fall term two are due by 12 noon
October 14	Monday	Fall term (module) two begins
October 14–23	Monday–Wednesday	Add/drop period
October 23	Wednesday	Last day to drop a course with a 100% refund*
October 28	Monday	Last day to drop a course with a 60% refund*
November 2	Saturday	Last day to drop a course with a 40% refund*
November 11–15	Monday–Friday	Advising Period
November 13	Wednesday	Last day to drop a course with a 20% refund
November 13	Wednesday	Last day to withdraw from a course with a “W”
November 15	Friday	Spring Graduates: Intent to Graduate form is due
November 25–29	Monday–Friday	Thanksgiving/Fall Break — No Classes
November 28–29	Thursday–Friday	College closed
December 13	Friday	Classes end
December 16	Monday	Final Grades Due
December 18	Wednesday	Graduation and Conferral of Degrees (<i>Tentative Date</i>)

SPRING Term One 2025: 8 Week Term (Module)

January 10	Friday	Tuition and fees for the spring term are due by 12 noon
January 13	Monday	Spring term (module) one begins
January 13-22	Monday-Wednesday	Add/drop period
January 20	Monday	Martin Luther King, Jr. Day — No classes
January 22	Wednesday	Last day to drop a course with 100% refund*
January 28	Tuesday	Last day to drop a course with 60% refund*
February 2	Sunday	Last day to withdraw from a course with an 40% refund*
February 10-14	Monday-Friday	Advising Period
February 13	Thursday	Last day to withdraw from a course with a 20% refund*
February 13	Thursday	Last day to withdraw from a course with a “W”
March 7	Friday	Classes End
March 10	Monday	Conferral Date for Spring Two Graduates (Spring Two graduates are included in the May Commencement Ceremony)
March 10	Monday	Final grades due
March 10-14	Monday-Friday	Spring break — No classes

SPRING Term Two 2025: 8 Week Term (Module)

March 14	Friday	Tuition and fees for the spring two term are due by 12 noon
March 17	Monday	Spring term (module) two begins
March 17-26	Monday-Wednesday	Add/drop period
March 26	Wednesday	Last day to drop a course with a 100% refund*
April 1	Tuesday	Last day to drop a course with a 60% refund*
April 6	Sunday	Last day to drop a course with a 40% refund*
April 14-18	Monday-Friday	Advising Period
April 17	Thursday	Summer & Fall Graduates: Intent to Graduate Form is due
April 17	Thursday	Last day to withdraw from a course with a 20% refund*
April 17	Thursday	Last day to withdraw from a course with a “W”
May 9	Friday	Classes end
May 12	Monday	Final grades due
May 21	Wednesday	Graduation and Conferral of Degrees (<i>Tentative Date</i>)

Summer Term 2025 — 8 Weeks

May 23	Friday	Tuition and fees for the summer term are due by 12 noon
May 26	Monday	Memorial Day — College closed
May 27	Tuesday	Summer session begins
May 27–June 5	Tuesday–Thursday	Add/drop period
June 5	Thursday	Last day to drop a course with 100% refund*
June 10	Tuesday	Last day to withdraw from a course with a 60% refund*
June 15	Sunday	Last day to withdraw from a course with a 40% refund*
June 23–July 11	Monday–Friday	Advising Period
June 25	Wednesday	Last day to withdraw from a course with a 20% refund*
June 25	Wednesday	Last day to withdraw from a course with a “W”
June 30–July 4	Monday–Friday	Summer Break — Independence Day Observed — No classes
July 4	Friday	College Closed
July 25	Friday	Summer semester Final Examination period
July 28	Monday	Conferral Date for summer graduates (summer graduates are included in the December commencement ceremony)
July 29	Tuesday	Final grades due

Academic Classification

Student academic classification is based on the number of credit hours completed including transferred hours. Classification is as follows:

CLASSIFICATION	EARNED CREDITS
Freshman	0–29
Sophomore	30–59+

Enrollment Standards:

ENROLLMENT STATUS	EARNED CREDITS
Full-time	12 or above
Three-quarters time	9–11
Half-time	6–8
Less than half-time	1–5

College Grading System

College Grading Info for SCHS

Grades are used to describe the student's level of academic achievement in the course and are reported at the end of each semester or 8-week term (module). The College's grading system for all courses is as follows:

Nursing — Beginning Fall 2023 Admission:

Nursing course work offered at the College uses the grading scale below. Final course grades are truncated. For example, 79.4 = 79, 79.5 = 79, 79.9 = 79. Each course syllabus contains the course requirements and the criteria for determining theory and/or clinical performance grades.

LETTER GRADE	NUMERICAL EQUIVALENT	MEANING	QUALITY POINTS FOR GPA
A	94–100	Excellent	4
B+	91–93		3.5
B	87–90	Above Average	3
C+	84–86		2.5
C	80–83	Average	2
D+	77–79		1.5
D	73–76	Unsatisfactory	1
F	0–72	Failure	0
I*		Incomplete	Not used in GPA
P*		Passing, Credit awarded, no effect on GPA	
W*		Withdrawal	Not used in GPA
WA*		Administrative Withdrawal	Not used in GPA
AU*		Audit (No Credit)	Not used in GPA
MG*		Missing Grade	Not used in GPA

DMS and RAD

DMS and RAD course work offered at the College uses the grading scale below. In calculating the final course grade, 0.5–0.9 will round up to the next higher numerical grade and 0.1–0.49 will round down to the next lower numerical grade. Each course syllabus contains the course requirements and the criteria for determining the theory and/or clinical performance grades.

LETTER GRADE	NUMERICAL EQUIVALENT	MEANING	QUALITY POINTS FOR GPA
A	93–100	Excellent	4
B+	89–92		3.5
B	86–88	Above Average	3
C+	83–85		2.5
C	80–82	Average	2
D+	77–79		1.5
D	74–76	Unsatisfactory	1
F	0–73	Failure	0
I*		Incomplete	Not used in GPA
P*		Passing, Credit awarded, no effect on GPA	
W*		Withdrawal	Not used in GPA
WA*		Administrative Withdrawal	Not used in GPA
AU*		Audit (No Credit)	Not used in GPA
MG*		Missing Grade	Not used in GPA

A final grade in any course taken at SCHS less than a “C” (defined as D, F) is considered failing and the student must repeat the course and successfully complete it.

Grade Point Average (GPA)

A student's GPA is an index of scholastic performance and is computed on the ratio of quality points earned to semester or term (module) hours attempted. *Courses with grades of I, P, W, WA, AU are not used in the calculation of the GPA.

Nursing – Beginning Fall 2023 Admission: A student's GPA is calculated by dividing the sum of earned points by the sum of attempted hours for all courses receiving a grade used in calculating the GPA (see below). Only credits taken while enrolled at the College are used in the GPA.

DMS and RAD

A student's GPA is calculated by dividing the sum of earned quality points by the sum of attempted hours for all courses receiving a grade used in calculating the GPA (see below). Only credits taken while enrolled at the College are used in the GPA. If a course is repeated, then the highest grade is used to compute the GPA; however, both grades will be recorded on the student's transcript.

The following is a sample of a grade point calculation:

COURSE	GRADE	CREDIT HOURS	QUALITY POINTS	TOTAL QUALITY POINTS
DMS 261	B	3	X 3	= 9 points
DMS 271	A	5	X 4	= 20 points
DMS 250	B+	4	X 3.5	= 14 points
Total		12		43

$$43/12 = 3.58 \text{ semester GPA}$$

Dividing the total number of points (43) by the total number of credit hours (12), the resulting GPA is 3.58.

Credit Hour Definition

The College adheres to the following definitions and uses the formula in calculating credit hours awarded on a course-by-course basis.

One 8-week term credit is equal to:	One semester (a minimum of 15 weeks) credit is equal to:	Credit conversion formula:
Two hours of lecture per week for an 8-week term or the equivalent number of hours.	One hour of lecture per week for a semester or the equivalent number of hours.	15 classroom hours = 1 credit
Four hours of lab per week for an 8-week term or the equivalent number of hours.	Two hours of lab per week for a semester or the equivalent number of hours.	30 lab hours = 1 credit
Six hours of clinical per week for an 8-week term or the equivalent number of hours.	Three hours of clinical per week for a semester or the equivalent number of hours.	45 clinical hours = 1 credit

Grade Changes

It is the student's responsibility to review the grade report upon receipt. Changes may only be made by the course faculty issuing the grade. Changes must be in writing and submitted before the end of the next grading period to the Director of Records & Registration.

Grades of "I" (Incomplete)

An incomplete grade may be assigned by the instructor for theory or clinical requirements when extenuating circumstances such as illness or other emergency prevent a student from completing course requirements by the end of the course. Failure to satisfactorily complete the necessary course requirement(s) within the approved time frame will

result in course failure. This time frame shall be by the first official date of the following semester. A waiver may be granted by the Campus Director and Dean of Academic Affairs in extenuating circumstances in which the time frame is unreasonable. If a waiver is granted, the student must meet the course requirement(s) no later than the end of the fourth week of the following semester or 8-week term (module). For more information, reference Policy ACA 3.06 College Grading System.

Grades of "W" (Withdrawal)

A grade of "W" in a course indicates the student withdrew from the course once the Add/Drop period has ended. For more information, reference Policy ADM 3.08 Add/Drop Withdrawal from a Course.

Grades of “WA” (Administrative Withdrawal)

An administrative withdrawal may be considered in the case of unforeseen extenuating circumstances of debilitating health problems (mental or physical), a family emergency (such as the death of an immediate family member), and unexpected financial difficulties (such as a partner/spouse losing their job) that has significant detrimental impact to a student during the semester.

The following are not acceptable stand-alone reasons for petitioning:

- Poor performance in class/GPA protection.
- Failure to attend/participate in class on a regular basis.
- Failure to abide by withdrawal deadlines.

The student may initiate this request by submitting the online Petition to Receive an Administrative Withdrawal form, with appropriate supporting documentation. This form is located on the website with the Office of Records and Registration forms. Such requests will be reviewed by the Dean of Academic Affairs in collaboration with the Dean of Student Affairs (or designees). If approved, the student will receive a grade of “WA” (Administrative Withdrawal) as described in ACA 3.06: College Grading System policy. A grade of “WA” is not calculated in the GPA; however, it is calculated in credits attempted as described in ADM 2.06: Satisfactory Academic Progress. Administrative withdrawals are not counted in the maximum number of withdrawals noted above.

Students receiving an administrative withdrawal must be withdrawn from all course(s) in the requested semester.

Applicable dates as outlined above are published in the College’s current Academic Year version of the SCHS College Catalog. Students must also comply with standards written in ADM 2.06 Satisfactory Academic Progress and ACA 2.02 Academic Progression policies.

Auditing Courses

Class size permitting, students may register for courses on an audit (AU) basis. Auditing a course means a student enrolls in a course but does not receive academic credit upon completion of the course. Students wishing to audit a course must contact the Campus Director and Dean of Academic Affairs to complete the Conditions for Auditing form. Registrations for audit will only be accepted during the published Add/Drop period. Students who register for a course on an audit basis are subject to attendance regulations of that course and, unless otherwise specified at the discretion of the instructor, are subject to the same course requirements as other students in the class. Students may be administratively withdrawn for a violation of course requirements. Audit courses are not: eligible for Financial Aid, included in the calculation of GPA, counted towards enrollment status or the maximum time frame allotted to complete the program in which the student is enrolled.

The standard tuition/fee rate is charged for audit courses. For more information, reference Policy ACA 3.06 College Grading System.

Changes of Curricula, Courses, Catalog and/or Semester Schedule

The College reserves the right to make appropriate changes without notice in any information, to include procedures, policies, calendars, requirements, programs, course offerings and schedules, curricula, Financial Aid and fees, as published in the Catalog, website, and in other communications.

The information provided in the Catalog, website, and in other communications, is intended for information purposes only and does not constitute a legal obligation of any kind between the College and any person or entity. While every effort is made to provide accurate and timely information, the College cannot and does not guarantee or warranty that the information is correct, complete, or up to date.

The Catalog that determines the curricular requirements for a degree is the Catalog that is in effect at the time of a student’s admission to Southside College of Health Sciences. This Catalog may be used for a maximum of six years, provided enrollment is not interrupted for two consecutive regular semesters (fall and spring) and/or the student does not fail any SCHS course. Students whose enrollment is interrupted for two consecutive regular semesters or who fail any SCHS course must use the Catalog in effect at the time of re-entry or program change.

The College will make a reasonable effort to honor the statement of curricular requirements in the chosen issue of the Catalog. However, because courses and programs are sometimes discontinued and requirements are changed as a result of actions by accrediting associations and other external agencies, the College, having sole discretion, shall make the final determination whether degree requirements are met.

The College reserves the right to cancel or discontinue any courses as a result of low enrollment or for other reasons deemed necessary. In order to assure quality instruction, the College reserves the right to close registration when maximum enrollment has been reached. The College reserves the right to make changes in schedules and/or faculty when necessary.

Catalog Requirements

Students must meet the catalog requirements for graduation in effect at the time of their enrollment into a curriculum program (Catalog of Record). Students who do not complete a semester with a “C” or better, or are not continuously enrolled in a program, will be readmitted under the new terms of the current catalog and handbook. A student who changes programs must meet the catalog requirements at the time of enrollment into the new program. For additional information, reference Policy ADM 2.04 Changes of Curricula, Courses, Catalog and/or Semester Schedule.

Substance Abuse Testing/Criminal Background Check/Immunizations

SCHS contracts with clinical agencies for practicum courses and many require the College to provide various student documentation before they will allow students access to the clinical setting. Students must submit all documentation requirements in a timely manner, as specified by the College. Some requirements require annual/bi-annual updates. The information provided to the College may be shared with the clinical agencies in which the student has been assigned practicum experience. In addition, students must adhere to clinical agencies’ policies and procedures that govern practice to protect patient safety. For additional information, reference Policy ACA 1.03 Student Compliance Requirements.

Student Declaration of Current Address and/or Relocation

It is the policy of Southside College of Health Sciences (SCHS) to require students to provide their current address/name and to update their records if their address/name changes while they are enrolled at the College. The purpose of this policy is to maintain accurate student address/name information for the purposes of College communications and dissemination of information related to professional licensure disclosures. This policy applies to prospective and enrolled students of SCHS.

Definitions

Address: the physical address where the student resides while engaged in educational activities provided by SCHS.

Name Change: current legal name.

Enrolled Student: denotes the status of a SCHS student who has completed the registration requirements for an academic program at SCHS.

Prospective Student: denotes the status of an individual who has requested information about enrolling at SCHS or who has been contacted by the College about enrolling either directly or indirectly through advertising.

Upon enrollment, each student must submit a copy of their current government-issued ID, which serves as the basis of determination of the student’s address. It is the responsibility of SCHS to notify students in writing, either via the college’s website or email, if the program meets each state’s licensure or certification standards. If a student relocates and changes address to a state other than Virginia during their enrollment and follows the notification requirements of ADM 1.11, Student Declaration of Current Address and/or Relocation, SCHS will provide individual notification to that student within 14 days of the address change if SCHS’s curriculum does not meet the new state’s licensure or certification requirements. If a student is located or relocates to a state in which SCHS does not have authority to operate, this may adversely impact the student’s ability to pay for their studies and/or complete a program.

When there is a change in any contact information (address, email, phone number etc.) students must make a request through the student portal account to the Director of Records and Registration. A change of address must be submitted within five (5) business days after the change becomes effective and serves as the basis of determination of the student’s address. Please see policy ADM 1.11, Student Declaration of Current Address and/or Relocation, for additional details. Students who need to change their names must complete a Change of Name form (found in the Director of Records and Registration’s office or in the Student Portal) and a Name Change form with the Social Security Administration and provide a copy of a government issued photo ID with the new name. Following the receipt of required documentation changes will be made in the student information system.

Communication

The College (SCHS) email address assigned to all students is the primary means of communication between SCHS personnel and students. The College expects that students will maintain regular and frequent email contact by reading and, if requested, responding to any emails sent by SCHS in

a timely manner. Messages sent to the SCHS assigned email address include but are not limited to notification of official College-related actions such as Financial Aid and fiscal communications and notifications, academic or disciplinary actions, emergency notifications, and correspondence from College departments.

Faculty may determine how email is used in their courses, and they will make appropriate notations regarding email requirements in the course syllabi. Faculty may not transmit grades or any other information that may violate FERPA through email. Additionally, due to email account size limits, email correspondence between faculty and students should be limited to text only, and students and faculty should exchange files only through the Learning Management System (LMS).

Personnel and students are expected to take into consideration the sensitive and/or confidential nature of any information they want to transmit, as email may not be an appropriate means of communication in some circumstances. SCHS does not allow students to transmit any patient information outside the Bon Secours Mercy Health system as it would result in a HIPAA violation. Any communication should comply with all Bon Secours Mercy Health System, local, state, and federal regulations, including the Family Education Rights and Privacy Act of 1974 (FERPA).

SCHS uses its Student Information System (Campus Nexus) and Learning Management System (Blackboard) for both individual and group communication. Neither personnel nor student may use these systems to transmit unsolicited email that violates the general principles of conduct outlined in the SCHS Catalog and/or other policies.

Student Grievances

Southside College of Health Sciences is committed to providing students with an avenue to discuss problems, express concerns, and to work with College officials toward resolutions.

Student Grievance Process

It is the policy of Southside College of Health Sciences (SCHS) that appropriate processes and procedures be followed in all matters pertaining to the rights of students.

This policy is applicable to student grievances including student complaints of unlawful discrimination or unfair treatment on the basis of the following:

- Title IX of Education Amendments of 1972, as amended.
- Title VI of the Civil Rights Act of 1964, as amended.
- Title IV of the Higher Education Act of 1965, as amended.

- Section 504 of the Rehabilitation Act of 1973, as amended, and its implemented regulations.
- Americans with Disabilities Act of 1992.
- Provisions of Executive Order Number 11246 as amended 66 by 11375.
- Family Educational Rights and Privacy Act of 1974 as amended.
- The Age Discrimination Act of 1975.
- Governor's Executive Order Number One, Virginia Equal Employment Opportunity Plan, effective February 6, 1974.

Note that student complaints of sexual misconduct and sex- and gender-based discrimination will be investigated and resolved pursuant to ADM 9.06, the Title IX Sexual Harassment Policy. Cases pertaining to student conduct and academic integrity are subject to ADM 3.05 Student Conduct – Rights and Responsibilities.

Definitions

Grievance Process: a formal process through which a student or student group can appeal a decision made by a faculty or staff member that negatively affects a student/student group's standing with or treatment by the College. A grievance or complaint may include disputes between a student/student group and an office of the College regarding the interpretation and/or application of the policies, procedures and legal obligations of the College, student governance issues, student activities, and other concerns that a student might present for redress. A grievance may be based on one of the following claims:

- Arbitrary and/or capricious actions by a staff member or administrative office;
- Prejudicial, discriminatory, or harassing treatment of a student by a staff or faculty member or the administrative office including such conduct based on race/ethnicity, religion, age, marital status, national origin, gender, sexual orientation, military veteran status, disability or other legally protected status.
- An administrative error in the application of a policy, procedure, or applicable law by a staff or faculty member or administrative office.

Student Grievance Committee: an ad-hoc committee established to hear a Level III grievance. Student Grievance Committee composition includes: the appropriate RHEI Leadership Team member as the committee chair, one (1) faculty member, one (1) student leader from the College Ambassadors, and one (1) additional member of the Department of Student Affairs.

Peer Observer: students filing a grievance may choose to have a peer observer present at grievance meetings/

hearings as outlined below. The peer observer must be another student and may not be legal counsel or any other type of advisor. Peer observers may not speak or participate in the meetings/hearings but may take notes to share with the student after the conclusion of the meeting/hearing.

RHEIs: Richmond Higher Education Institutions.

Initiation of a Grievance:

Grievances may be submitted electronically by email. A grievance must be initiated no later than ten (10) business days from the time the student knows or should have known of the issue that is the subject of the grievance. If a student is unable to travel to campus to meet, meetings may be facilitated by conferencing technology. Students are encouraged to contact the Director of Student and Alumni Affairs if assistance is needed in understanding this policy. In addition, the Director of Student and Alumni Affairs will assist students in determining the appropriate person with whom a student must file a grievance, and providing that person's contact information.

Procedures:

A typical non-academic grievance occurs in the following order:

Level I	Level II	Level III
College personnel/ office whose actions are being grieved (copied to the Administrative Supervisor)	Administrative Supervisor (copied to Campus Director and Dean of Academic Affairs)	Chair of Hearing Committee (RHEI Leadership Team member)
	Campus Director and Dean of Academic Affairs (copied to the Vice President RHEI)	

Level I

1. The student must provide in writing a formal letter/ email to the College personnel outlining the decision they are grieving, provide supporting information for the grievance, and request to meet with the person whose actions they are grieving ("relevant associate"). The student must submit a copy of the letter/email to the administrative unit supervisor of the relevant associate.
2. The relevant college personnel have a maximum of ten (10) business days from the date the grievance is received to schedule a meeting with the student. The administrative supervisor should follow up in order to ensure the meeting is held. In the event the relevant associate is unavailable, the administrative supervisor has the discretion to move to Level II or postpone the meeting until the relevant associate is available; but in no event shall the meeting take place more than fifteen (15) business days after the date the grievance was received; any such decision by the administrative supervisor will be communicated to the student in writing. The administrative supervisor must document their efforts to contact the relevant associate.

3. At the meeting, the student must clearly present their grievance and present the resolution that they are seeking. Every reasonable effort should be made by both parties to resolve the matter at this level.
4. Within five (5) business days after the meeting, the relevant associate must provide the student a letter outlining the decision of the meeting, including an agreement if one is reached. All appropriate supporting information, including the formal grievance letter, should be included. A copy of the decision letter or agreement, along with the accompanying information, should be forwarded to the Dean of Student Affairs.
5. If the student is not satisfied with the decision of the grievance outcome at Level I, they may continue to Level II.

Level II

1. The student may file a written appeal of the Level I grievance decision with the relevant associate's administrative supervisor within five (5) business days of the date the written decision from the Level I meeting was provided to the student. The formal grievance letter submitted by the student for the Level I meeting describing the issues grieved must be part of the student's written appeal. Within ten (10) business days of receipt of the written appeal, the administrative supervisor will fully investigate the grievance. This investigation may include review of material submitted by both parties. Within this ten (10) business day investigation period, the administrative supervisor will schedule a meeting with the parties in an effort to resolve the grievance (the actual conference may occur after the 10 days, but its date should be established within this time frame and the administrative supervisor should make every effort to complete the meeting within fifteen (15) business days of receipt of the appeal).
2. The role of the administrative supervisor is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, determine whether any College policies have been violated and render a decision concerning the matter.
3. Within five (5) business days after the completion of the meeting, the administrative supervisor shall prepare a written Level II decision. Copies must be provided to the student and the relevant associate with a copy of the written decisions, the formal grievance letter, and the appeal forwarded to the Dean of Student Affairs.

Level III

1. If the student is not satisfied with the decision at Level II, within five (5) business days from the the student's receipt of the written Level II decision from the administrative supervisor, the student may file a

written appeal to the appropriate RHEI Leadership Team member. Students are encouraged to contact the Director of Student and Alumni Affairs for help determining the name and contact information of the appropriate RHEI Leadership Team member. Within ten (10) business days of receipt of this appeal, the RHEI Leadership Team member will set a date for a hearing for all parties involved.

2. The actual hearing should occur no later than twenty (20) business days after receipt of the appeal letter by the RHEI Leadership Team member, unless reasonable circumstances prevent this meeting from occurring. However, any hearing date scheduled or rescheduled beyond the twenty-day time frame must be mutually agreed upon by the student and the RHEI Leadership Team member.
3. The appropriate RHEI Leadership Team member will serve as the convener and facilitator of the committee for the Level III hearing. The RHEI Leadership Team member will chair the hearing but will not be able to vote. In the event the designated RHEI Leadership Team member is unable to participate in the hearing due to a challenge or conflict of interest, another RHEI Leadership Team member will be selected to convene and facilitate the hearing.
4. The Student Grievance Committee (see “Definitions” section) will be formed in order to objectively hear the facts of the grievance and to render a decision. No individual directly associated with the relevant program (e.g., program director, clinical coordinator, faculty, or administrator who oversees student activities, academic personnel, and programs) shall be a member of the Student Grievance Committee for matters involving that program.
5. Both parties may bring persons to provide testimony that supports their position. If the student intends to bring individuals to provide testimony, the student must provide names and contact information for those individuals to the chairperson at least five (5) business days prior to the hearing.
6. The hearing chairperson is responsible for collecting all pertinent documents, calling the meeting, distributing documentation, determining the issue(s) of the case to be heard, and conducting the hearing in an orderly, efficient, and equitable manner. At the beginning of the meeting, the chairperson will review the issues of the matter for the group and establish the procedure by which testimony will be presented. They may decide on the length of time needed to explore an issue, set time limits for speakers, and ask for testimony by any person deemed important to the investigation of the facts. The chairperson may request a security officer to be present. Disruptive persons may be asked to leave the room by the chairperson.

7. The Student Grievance Committee shall determine the outcome of the hearing by a majority vote; the RHEI Leadership Team member may not vote. Within five (5) business days after the hearing, the RHEI Leadership Team member will prepare an official letter that includes the final determined outcome.
8. The RHEI Leadership Team member will provide the official letter including the final determined outcome to the student, the relevant associate, and others as appropriate. In addition, a copy of the outcome letter and the formal grievance letter and appeals (Level I, Level II, and Level III) must be forwarded to the Dean of Student Affairs.
9. The final determined outcome of the Student Grievance Committee is final and not appealable.

Note: In some instances, the subject of a grievance may impact a student’s progression in their program. Students participating in the grievance process may be permitted to progress to the next course pending a final decision in their case or may be permitted to go on a standard period of non-enrollment. Those who progress to the next course are responsible for any tuition and fees associated with such progression and may be at risk of financial loss should their appeal be unsuccessful. A period of non-enrollment will impact the student’s anticipated date of graduation, even if successful on appeal.

Final Disposition of Records

All materials and decisions related to the appeal will remain confidential and will be retained by the Dean of Student Affairs for three years from the date of the final decision, and not before the aggrieved student graduates, at which time all materials will be destroyed, unless the Dean of Student Affairs directs otherwise.

Grievance Meetings

At each level of the grievance process, the involved student will meet with a College associate. No attorneys or other professional advisors/counselors may attend these meetings; however, the College associate may have a silent observer present at the meeting and the student may have a peer observer present at the meeting. The student must notify the College associate if a peer observer will be present and the identity of that peer observer at least one (1) business day prior to the meeting, or the peer observer may not attend the meeting. The peer observer will not provide testimony at Level III grievance hearings. No audio taping or other recording will be permitted during these meetings, but both parties are encouraged to make notes as they feel appropriate.

External Complaints

In the event of a complaint about the College, as a last resort, students may contact the Accrediting Bureau of Health Education Schools, Accreditation Commission for Education in Nursing, Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Radiologic Technology, State Council of Higher Education for Virginia, or the Virginia Board of Nursing or the appropriate agency from other states as listed below. Addresses of these agencies are listed below.

In the event of a written complaint to one of these agencies or a “Standards” non-compliance issue, and subsequent notification to the College, immediate priority will be given to resolution of the deficiency in order to maintain accreditation. The Campus Director and Dean of Academic Affairs is expected to respond to the agency in the time frame provided outlining the resolution/plan for resolution of the issue addressed.

Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Boulevard, Suite 730
North Bethesda, MD 20852
(301) 291-7550
info@abhес.org | www.abhes.org

State Council of Higher Education for Virginia (SCHEV)

101 N. 14th Street
Richmond, VA 23219
(804) 225-2600

Virginia Board of Nursing (VBON)

9960 Mayland Drive, #300
Henrico, VA 23233
(804) 367-4400

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org

Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
www.jrcert.org

Commission on Accreditation of Allied Health Education Programs (CAAHEP) via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)

9355 — 113th St. N. #7709
Seminole, FL 33775
(727) 210-2350
www.caahep.org

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

6021 University Boulevard | Suite 500
Ellicott City, MD 21043
(443) 973-3251
www.jrcdms.org

Students residing outside of Virginia may alternatively choose to contact their state’s education agency.

Disclaimers

- Nothing in this policy creates a contractual relationship between Bon Secours Southside College of Health Sciences (SCHS) and any party. SCHS, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.
- Non-retaliation — Students will not be subjected to adverse actions by any school officials as a result of initiating or participating in the investigation of a complaint.
- Decision Standard — Decisions made in grievance cases are determined on a preponderance of the evidence. A preponderance of the evidence is evidence that as a whole shows that the fact sought to be proved is more probable than not.

Grade Appeal Process

It is the policy of Southside College of Health Sciences (“College” or “SCHS) that appropriate processes and procedures be followed in all matters pertaining to the rights of students.

Definitions

Grade appeal: a formal process through which a student can appeal through his/her course instructor and the college’s administrative leadership the student’s final grade in a course. A final course grade appeal must be based on at least one of the following claims:

- Capricious action on the part of the faculty member that affects the student’s final grade; a capricious action is defined as one made on a whim or without justifiable reasons.
- Prejudicial treatment of the student by the faculty member with respect to the application of the course syllabus, thereby affecting the student’s final grade; prejudicial treatment is defined as treating the student lodging the final grade appeal differently from other students in the course with respect to the instructor’s application of the course syllabus.
- Erroneous judgment of the faculty with regard to the correct answer for exam item(s). A claim of erroneous judgment means that the student is able to produce

evidence (from textbooks, class notes provided directly from the faculty, or other valid materials) to substantiate that a different answer other than that keyed is a correct response.

- A documented error in calculating the student’s final grade.
- Extenuating circumstance(s) that significantly impacted the student’s performance and grade in a course.

Student: any person who is officially registered at the College during the specific academic semester or term in which the grade complaint arises.

Initiation of a Grade Appeal:

Grade appeals may be submitted electronically by email.

A grade appeal must be initiated at the end of the semester, no later than two (2) business days after the day final grades are due as published in the academic calendar. Students are encouraged to contact their Advisor if assistance is needed in understanding this policy. In addition, the Advisor will assist students in determining the appropriate person with whom a student must file an appeal, and providing that person’s contact information.

Grade appeals must be submitted according to the following order:

Level I	Level II	Level III
Faculty (copied to Program Director)	Program Director (copied to Dean of Academic Affairs)	Dean of Academic Affairs

Procedures:

Level I

Student

1. The student with a grade complaint must provide in writing a formal letter/email to the faculty member, with a copy to the Program Director including the following:
 - a. Description of the grade the student is appealing
 - b. Supporting information for the appeal
 - c. Description of the desired resolution
 - d. Request to meet with the faculty member
2. Silent observer: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty member must agree to the student’s silent observer. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.
3. At the meeting, the student must clearly present their case regarding the relevant grade and the resolution that

they would like to occur. Every reasonable effort should be made by both parties to resolve the matter at this level.

4. If the student is not satisfied with the disposition of their grade appeal at Level I, they may continue to Level II.

Faculty Member

1. The faculty member has a maximum of five (5) business days from the date the appeal is provided by the student to schedule a meeting with the student. The meeting may be conducted in person, virtually or by phone.
2. Silent observer: The faculty member may have a silent observer in attendance at the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.
3. Within two (2) business days after meeting with the student, if an agreement regarding the appeal is reached, the faculty member sends a copy of the agreement and other appropriate documentation, including the original appeal letter, to the student and the Program Director.
4. If the faculty member and student do not reach an agreement, a copy of the original appeal letter and reason for the faculty decision is sent to the student and Program Director. The student should be directed to their advisor for next steps related to curriculum planning and/or advancement to Level II.

Program Director

1. The Program Director ensures the Level I meeting between faculty member and student is held.
2. In the event the faculty member is unavailable, the Program Director has the discretion to move the appeal to Level II or postpone the meeting until the faculty member is available, but in no event shall the meeting take place more than ten (10) business days after the appeal is provided by the student .
3. The Program Director will communicate their decision to move the Level I meeting to a Level II meeting, or to postpone the meeting to the student and faculty member.

Level II Student

1. The student may file a written appeal of the Level I appeal decision with the respective Program Director within five (5) business days after the written decision from the Level I meeting has been communicated.
2. The written statement provided for Level I describing the grade being appealed must be part of the student’s written request for the Level II meeting.

3. Silent observer: If the Program Director convenes a meeting to discuss the appeal, prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty member must agree to the student's silent observer. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the conference, but both parties are encouraged to make notes as they feel appropriate.
4. At the meeting, the student must clearly present their case regarding the relevant grade and the resolution that he/she would like to occur. Every reasonable effort should be made by both parties to resolve the matter at this level.
5. If the student is not satisfied with the disposition of their appeal at Level II, they may continue to Level III.

Faculty Member

1. Faculty member provides information to the Program Director as requested for the investigation.
2. Silent observer: If a meeting is called, the faculty member may have a silent observer in attendance at the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but both parties are encouraged to make notes as they feel appropriate.

Program Director

1. Within five (5) business days of receipt of the Level II written appeal, the Program Director will fully investigate the appeal.
2. This investigation may include review of material submitted by both parties, and the scheduling of a meeting with the parties if needed, to resolve the appeal (the actual meeting may occur after the five (5) business days, but its date should be established within this time frame and the Program Director should make every effort to complete the meeting within ten (10) business days of receipt of the appeal). The meeting may be held in person, virtually or by phone.
3. If a meeting is called, the role of the Program Director is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, determine whether any college policies have been violated, and render a decision concerning the matter.
4. Silent observers: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty member must agree to the student's silent observer. The faculty member may also have a silent observer in the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other

recording will be permitted during the conference, but both parties are encouraged to make notes as they feel appropriate.

5. Within two (2) business days after investigation of the appeal, or completion of the meeting if called, the Program Director shall prepare a report of the disposition of the matter, providing copies to the student and the faculty member.
6. The Program Director will forward a copy of the report and any official appeal letter(s) (Level I and Level II) to the Dean of Academic Affairs.

Level III Student

1. If the student is not satisfied with the disposition at Level II, within five (5) business days from the communication of the disposition from the Program Director, the student may file a Level III written appeal to the Dean of Academic Affairs.
2. The written appeal describing the relevant grade and reasons for the appeal must be part of the student's written request for the Level III hearing.
3. Silent observers: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty/staff member must agree to the student's silent observer. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting.

Dean of Academic Affairs

1. Within ten (10) business days of receipt of this appeal, the Dean of Academic Affairs will fully investigate the appeal and schedule a meeting with the student, Program Director and faculty member, either together or separately. The meeting(s) may take place after the ten (10) business days but their date(s) must be established in this time frame. The Dean of Academic Affairs should make every effort to complete the meetings within fifteen (15) business days of receipt of the appeal. The meeting(s) may be held in person, virtually, or by phone.
2. The role of the Dean of Academic Affairs is to chair the meeting, facilitate the discussion, seek to mediate a resolution between the parties, determine whether any college policies have been violated, and render a decision concerning the matter.
3. Silent observers: Prior to the meeting, the student may request to have a silent observer in the meeting. Both the student and faculty/staff member must agree to the student's silent observer. The faculty member may also have a silent observer in attendance at the meeting. No attorneys or other advisors/counselors are allowed to be present to represent either party. No audio taping or other recording will be permitted during the meeting, but

both parties are encouraged to make notes as they feel appropriate.

4. Within five (5) business days after the meeting, the Dean of Academic Affairs shall prepare a report of the disposition of the matter, immediately providing copies to the student and the instructor.

5. Level III outcome decisions are final.

Note: All appeals of Honor Review outcomes (See ADM 3.13, Honor Code System) are automatically classified as a Level III proceeding and are subject to Level III Procedures as detailed in ADM 1.05 Student Grievance Process.

In the event that a course grade results in academic dismissal and the student is requesting to not be dismissed due to extenuating circumstances the appeal will be automatically classified as Level III.

Students who appeal a failing grade may be permitted to progress to the next course/term/semester pending a final decision in their case or may be permitted to go on a standard period of non-enrollment. **Those who progress to the next course/term (module)/semester are responsible for any tuition and fees associated with such progression and may be at risk of financial loss should their appeal be unsuccessful. A period of non-enrollment will impact the student's anticipated date of graduation, even if successful on appeal.**

Final Disposition of Records

All materials and decisions related to the appeal will remain confidential and will be retained by the Dean of Academic Affairs for three years from the date of final decision, and not before the affected student graduates, at which time all materials will be destroyed, unless the Dean of Academic Affairs directs otherwise.

External Complaints

In the event of a complaint about the College, as a last resort, students may contact the Accrediting Bureau of Health Education Schools, Accreditation Commission for Education in Nursing, Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Education in Radiologic Technology, State Council of Higher Education in Virginia, or the Virginia Board of Nursing or the appropriate agency from other states as listed below. Addresses of these agencies are listed below.

In the event of a written complaint to one of these agencies or a "Standards" non-compliance issue, and subsequent notification to the College, immediate priority will be given to resolution of the deficiency in order to maintain accreditation. The Campus Director and Dean of Academic Affairs is expected to respond to the agency in the time frame provided outlining the resolution/plan for resolution of the issue addressed.

Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Boulevard, Suite 730
North Bethesda, MD 20852
(301) 291-7550
info@abhes.org | www.abhes.org

Accreditation Commission for Education in Nursing, Inc. (ACEN)

3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org

Commission on Accreditation of Allied Health Education Programs (CAAHEP) Via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS)

9355 – 113th St. N, #7709
Seminole, FL 33775
P: (727) 2100-2350

Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
(312) 704-5300
www.jrcert.org

State Council of Higher Education in Virginia (SCHEV)

101 N. 14th Street
Richmond, VA 23219
(804) 225-2600

Virginia Board of Nursing

9960 Mayland Drive, #300
Henrico, VA 23233
(804) 367-4400

Students residing or located outside of Virginia may alternatively choose to contact their state's education agency or board of nursing.

Disclaimers

- Nothing in this policy creates a contractual relationship between Southside College of Health Sciences (SCHS) and any party. SCHS, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.
- Non-retaliation — Students will not be subjected to adverse actions by any school officials as a result of initiating or participating in the investigation of a complaint.
- Decision Standard — Decisions made in appeal cases are determined on a preponderance of the evidence. A preponderance of the evidence is evidence that as a whole shows that the fact sought to be proved is more probable than not.

CHAPTER 2

Standards for Student Performance

Student Conduct—Rights and Responsibilities.....	29
Family Educational Rights and Privacy Act (FERPA)	31
Directory Information	32
Parental Notification.....	33
Drug-Free Environment	33
Student Life.....	33
Children and Pets in the Academic Setting	33
News Outlets —Social Media Guidelines.....	33

Student Conduct — Rights and Responsibilities

It is the policy of the College that appropriate processes and procedures be followed in all matters pertaining to the conduct of students.

Southside College of Health Sciences (SCHS), seeks to:

- reinforce a sense of personal responsibility, respect for others, and mature behavior
- foster the practice of academic integrity and the development of professional standards.

As a member of the student body, the student is expected to meet the College's standards of personal and professional responsibility, accountability, and academic integrity.

Definitions

Rights

Every student has the right to:

- Learn and pursue their educational goals without fear of unlawful discrimination, intimidation, prejudice, or threat.
- Free inquiry, free expression and assembly, so long as they do not interfere with the rights of others or the operation of the College.
- Learn in a safe environment that is free of disruption and is conducive to teaching and learning.
- Be advised of the course objectives and how grades are assigned.
- Inspect and review their student record within a specified time frame upon written request, and to expect confidentiality regarding this record.
- Evaluate the curriculum and make recommendations for change.

Responsibilities

A student's acceptance of admission into the College signifies that the student has an interest in learning and that they want to be a part of this academic community. As such, the student will be required to:

- Respect the learning environment and its members.
- Devote the amount of time and effort necessary to meet the educational objectives.
- Conduct themselves in a manner consistent with ethical, legal and professional standards.

- Practice academic integrity.
- Know and comply with College policies and guidelines.

At all times, a student must satisfy and comply with the College's academic standards, financial requirements and guidelines, and policies.

Student Conduct

The student is expected to always conduct themselves in an ethical and professional manner both within the College and the community. The student's behavior must, always reflect:

- Integrity and honesty.
- The exercise of rational judgments.
- Sensitivity and caring.
- Self-control.
- Acceptance of different beliefs, values and lifestyles.
- Flexibility.
- Willingness to accept guidance and direction.

Conduct Subject to Disciplinary Action

Conduct that is subject to disciplinary action by the College includes, but is not limited to, the following:

- Endangering the safety and welfare of patients, students, faculty, or staff.
- Substance abuse.
- Violation of local, state, or federal laws.
- Misuse, destruction, or damage of College property.
- Sexual harassment, assault, misconduct, physical and/or mental abuse or threat of such abuse of any person involved in educational or College activities, in the online environment, or in clinical areas.
- All forms of dishonesty.
- Unprofessional and/or disruptive conduct.
- Violation of academic integrity as defined in this policy.
- Inappropriate use of social media platforms or violating news media policies.
- Conviction of an offense that would render the student unemployable by Bon Secours Richmond Health System.
- Failure to comply with guidelines/policies of the College and/or the clinical agencies.
- Any form of hazing. See ADM 9.15 Anti-Hazing for more information on hazing.

Academic Integrity

The College maintains that integrity is essential to the practice of health care and the pursuit of higher education. Academic integrity is predicated upon a code of internal ethics that provides the individual with an opportunity to practice self-governance and self-discipline. Each student must assume responsibility for acting honorably in all situations and upholding the policies and expectations of the College.

Violations of academic integrity include, but are not limited to, the following categories:

Lying — Transferring, transmitting, or communicating any false statements. Examples of lying include, but are not limited to, such actions as:

- Making a false statement to any associate of Bon Secours.
- Falsifying evidence or testifying falsely during any hearings.
- Altering records or other official College materials.

Cheating — Giving, receiving, offering, or soliciting information on tests or assignments, not authorized by the faculty. Examples of cheating include, but are not limited to, such actions as:

- Copying from another student's work (paper, care plan, discussion board post, etc.)
- Use during a test of any materials not authorized by the individual administering the examination.
- Working with another student on any test, quiz, care plan, or any assignment when the instructor has expected independent and unaided effort.
- Buying, selling, possessing, soliciting, transmitting, or using a test or any material purported to be or proven to be unreleased or previously released contents of any instructor-created test, quiz, or examination. This includes the sharing of notes taken during a test review.
- Bribery, solicitation, or bullying of any person to obtain examination information.

Stealing — Taking or attempting to take, without right or permission. Examples of stealing include, but are not limited to, the following actions:

- Taking library books or journals, exams, computer programs, or any other academic materials.
- Destroying, hiding, or otherwise making unavailable for common use, library, computer, or other reference materials.

Plagiarism — To steal and pass off the ideas or words of another as one's own, without crediting the source. Examples of plagiarism include, but are not limited to, the following actions:

- Quoting word for word from a source without using quotation marks, footnotes, or bibliographic citation.
- Summarizing and paraphrasing ideas without acknowledging the source.
- Submitting work for credit which has not been written by the student.
- Presenting AI (artificial intelligence) generated information as your own. This includes not appropriately crediting/ citing material generated by artificial intelligence. Artificial intelligence is an exploratory tool that can assist students with things like idea generation and gathering information. Similar to a calculator in math class, AI should not take the place of original work intended to evaluate the student's ability to think critically and synthesize information. Any questions about the use of artificial intelligence should be addressed directly with course faculty.

Failure to Report — When behavior suspicious of a violation of academic integrity is not reported as detailed in this policy.

Authority of College

The College is authorized to enforce the standards of conduct specified herein and to impose such disciplinary measures as are deemed appropriate in response to student conduct that reasonably may be expected to discredit or injure the College or its reputation, or that otherwise may endanger the safety and welfare of others. Such disciplinary sanctions include but are not limited to suspension and dismissal from College.

Discipline for Misconduct

The College is authorized to impose at any time such disciplinary measures as are deemed appropriate, up to and including suspension and dismissal from the College. Penalties are not sequential and may be imposed at the College's discretion.

- **Warning:** A written or verbal notice to a student advising that they are violating or has violated the College rules and may be subject to more severe disciplinary action if the behavior continues. May include a corrective plan of action that must be followed by the student.
- **Probation:** A written notice to a student advising that they have violated the College rules and will be dismissed if corrective action is not taken immediately.
- **Restitution:** Repayment in money or service for damage to or loss of the property of another.
- **Loss of course credit**
- **Suspension:** Exclusion from enrollment as a student for a specified period of time not to exceed one year. During a suspension, a student may not participate in any College activities.

- **Interim Suspension:** Temporary separation of a student from the College to provide reasonable time for fact-finding and decision making in the situation.
- **Dismissal:** Termination of student status for an indefinite period. The conditions of readmission, if such is to be permitted, will be stated in a letter of dismissal.

Reporting and Review Procedure; Right of Removal

Level 1

In response to an alleged violation of any provision of this Policy, a faculty or staff member, within five (5) business days of becoming aware of the suspected violation, will investigate the allegation and meet with the involved student(s) individually to outline the allegation, allow the student(s) to provide their understanding of the incident(s), and discuss potential sanctions. This step should be completed in consultation with the Program Director.

Within three (3) business days of meeting with the involved student(s) the faculty/staff member will communicate their determination of the matter to the involved student(s) in writing. If it is determined that a violation occurred, the faculty/staff member will document in summary the allegation, subsequent investigation, and student meeting, including any corrective plan of action, in a written report. The written report will be sent to the involved student(s) as well as to the Campus Director and Dean of Academic Affairs and will constitute a written warning. A copy of the report should also be sent to the Dean of Student Affairs. If it is determined that a violation did not occur, the involved student(s) will be notified in writing in the same time frame (within three (3) business days).

Notwithstanding such reporting obligation, the faculty or staff member shall have the immediate right, where reasonably necessary in their discretion to preserve an appropriate learning environment and/or to protect the health and safety of the student or of others, to remove such student from the academic environment, from a clinical setting, or from any other College-related activity or function.

Level 2

The involved student(s) may file a written appeal of the Level 1 decision within five (5) business days of the written report being communicated. The appeal should be sent to the Campus Director and Dean of Academic Affairs and should include the Level 1 written report. Upon receipt of the written appeal, the Campus Director and Dean of Academic Affairs will review documentation related to the situation, meet with the involved parties to determine whether the conduct violated policy and the appropriate sanction, if any, to be implemented. No later than five (5) business days from the receipt of the appeal, the Campus Director and Dean of Academic Affairs will send a letter to the student(s) of their

decision. A copy of the letter will also be sent to the Dean of Student Affairs.

Level 3

The involved student(s) may file a written appeal of the decision of the Campus Director and Dean of Academic Affairs and any sanctions applied within five (5) business days of the written letter being communicated. The appeal should be sent to the Dean of Student Affairs and should include the written report from Level 1 and the decision letter from the Campus Director and Dean of Academic Affairs. The Dean of Student Affairs will review all documentation related to the situation and meet with the involved parties. No later than ten (10) business days from receipt of the appeal, the Dean of Student Affairs will send a letter to the student(s) of their decision. This decision is final and may not be appealed. The letter is entered into the student's official record and retained according to the records retention policy.

Decision standard — Decisions made under this policy are determined on a preponderance of the evidence. A preponderance of the evidence is evidence that shows the fact sought to be proved is more probable than not.

Note: In some instances, a violation of this Policy may impact a student's progression in their program. Students who appeal a conduct matter may be permitted to progress to the next course/term/semester pending a final decision in their case or may be permitted to go on a standard period of non-enrollment. Those who progress are responsible for any tuition and fees associated with such progression and may be at risk of financial loss should their appeal be unsuccessful. A period of non-enrollment will impact a student's anticipated date of graduation, even if successful on appeal.

Retaliation — SCHS has zero tolerance for retaliation against any individual who reports a suspected violation of any provision of this Policy in good faith. Incidents of retaliation violate this Policy and will be subject to disciplinary action.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act affords students certain rights concerning their education records:

Inspection and Review of Education Records

A student may submit a written request to the Office of Records & Registration identifying as precisely as possible the record(s) the student wishes to inspect. Records will be made available for review in a timely manner, not to exceed 45 days after the request has been received. The Office of Records & Registration will inform the student when and where the records may be inspected.

Amendment of Education Records

If a student believes their record is inaccurate, misleading, or violates their rights and privacy, the student may submit a written request to the College official responsible for the record requesting an amendment to the record. The student must identify the part of the record they want changed and why it is inaccurate, misleading or violates the student's rights and privacy. If the request for amendment is denied, the student may request a hearing to challenge the contents of the record on the grounds that the record is inaccurate, misleading, or violates the student's rights.

Consent to Disclosure of Personally Identifiable Information Contained in the Student's Education Records

Education records other than directory information shall not be released without prior written consent of the student except as is authorized by the Family Educational Rights and Privacy Act. No "personally identifiable" information from the student's record will be disclosed without written consent, except where consent is not required. An exception which allows disclosure without consent is a disclosure to College officials with legitimate educational interests. A College official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. A College official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing their tasks. Other typical exceptions include:

- Authorized representatives of the U.S. Department of Education, Office of Inspector General, or state and local education authorities.
- The Department of Homeland Security (DHS); Immigration and Customs Enforcement (ICE) for the purpose of complying with Request Form ICE relative to the College's participation in The Student Exchange Visitor Information System (SEVIS).
- Military Recruiters who request Student Recruiting Information (Solomon Amendment), which includes name, address, telephone listing, age (or birth year), class level, major, degrees received and most recent educational institution of enrollment (some conditions exist).

- Authorized representatives of the Department of Veterans Affairs for student receiving educational assistance from the agency.
- Parents, if the student is a dependent of the parent as defined by the Internal Revenue Service.
- Compliance with a court order or subpoena.
- Compliance with state or federal laws mandating notification to certain individuals of the final result in disciplinary proceedings.
- Accrediting organizations to carry out their accrediting function.
- Appropriate officials if a health or safety emergency exists and the information will assist in resolving the emergency.
- Organizations conducting studies/audits concerning administration of student aid programs.
- Agents acting on behalf of SCHS such as ClearingHouses and degree/enrollment verifiers.

Directory Information

The College designates the following items as directory information: Student name, address, valid email address, major field of study, past and present participation in officially recognized activities, dates of attendance (past and present), honors and awards (including Honors List), degrees conferred (including dates), most recent previous institutions attended, and enrollment status. The College may disclose any of the directory information items without prior written consent, unless notified in writing by the student at the beginning of each semester.

File a complaint with the U.S. Department of Education concerning alleged failure by the College to comply with this Act

Student Privacy Policy Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)
Web: <https://studentprivacy.ed.gov/file-a-complaint>

Please refer to the College's website for the complete Family Educational Rights and Privacy Act (FERPA) policy.

Students may update or change their FERPA settings in the student portal CampusNexus® the College's Student Information System. To do this, go to: <https://www.schs.edu/quicklinks>, student portal, user name is firstname_ lastname, click on My Profile and then MY FERPA.

NOTE: If a student believes the College has not fulfilled its obligations under FERPA regulations, the student should feel free to contact the Dean of Student Services at 804-627-5327.

Parental Notification

Parents of tax-dependent students may be notified when a student is placed on probation or suspension. Parents may also be notified if certain policies and procedures are violated. Documentation of tax dependent students is required on an annual basis.

Drug-Free Environment

SCHS is committed to providing a healthy and drug-free environment that protects the safety and welfare of its students and associates. The unauthorized manufacture, possession, consumption, distribution or being “under the influence” of alcohol or illegal drugs in the educational facility, on medical center-owned premises or at College sponsored functions is strictly prohibited. For additional information, reference Policy ADM 9.09 Student Drug and Substance Abuse.

StudentLife (Student Assistance/ Wellness Program)

StudentLife is a student support program that is free, confidential and provides professional consultation and referral assistance with a wide spectrum of school, work, family, and personal issues. Students can access live and recorded webinars for time and financial management, relationship and social success and making healthy choices, among others. Additional resources include but are not limited to legal consultation with an attorney, financial and debt consultation, child and elder care guidance and educational resources. As the needs of our students evolve, so does our commitment to your wellbeing.

Students can use StudentLife anytime 24 hours a day, 7 days a week by:

- Calling toll free to 1-855-695-2818; or
- Visiting www.studentlifeservices.com using BSMHSTUDENT as the password.

Children/Pets in the Academic Setting

The College is an institution of higher learning and as such, the environment is not always well suited for children or pets. Children are permitted on College facilities for social events and brief visits. Children must be accompanied by an adult at all times and the adult must be mindful of any distractions this may cause others while at the College. Children are not permitted to be in the classroom or practicum setting. Pets, with the exception of documented service animals, are not permitted in any College facility.

News Outlets — Social Media Platforms

SCHS policy provides students with expectations and requirements for participation in any media, including news outlets that include but are not limited to television, radio, print, online news sources, and social media networks and platforms. For additional information, reference Policy ADM 3.04 Media Policy: News Outlets and Social Media Platforms.

CHAPTER 3

Registration, Progression and Graduation



Add/Drop/Withdrawal from a Course	35
Transfer of Program Credits	35
College Level Examination Program (CLEP)	35
Advanced Placement (AP)	36
Academic Progression.....	36
Standard Period of Non-Enrollment or Permanent Resignation from the College.....	36
Commencement	36
Transcripts	36

Add/Drop/Withdrawal from a Course

The Add/Drop Period begins on the first day of the semester as indicated on the College's Academic Calendar and continues until midnight, 10 calendar days after the first day of the semester or term. A student may add or drop courses during the Add/Drop Period through the College's Student Information System. Courses dropped during the Add/Drop Period are removed from the student's schedule and are not reflected on the transcript, and do not result in charges for Tuition and Fees as further described in Policy ADM 5.01 Financial Refunds.

Once the Add/Drop Period has ended, a student can initiate withdrawal from a course by completing the College withdrawal form, to be submitted to the Director of Records and Registration. A grade of "W" (Withdraw) is not calculated in the GPA; however, it is calculated in credits attempted as described in the ADM 2.06 Satisfactory Academic Progress policy. If a student is withdrawn from a course due to lack of attendance as described in Policy ADM 2.08 College Attendance, this will count towards one of the above withdrawal stipulations.

A student with extenuating or mitigating circumstances may request to withdraw from all courses by submitting a written request with supporting documentation to the Director of Records and Registration. If approved, the student will receive a grade of "WA" (Administrative Withdraw) as described in the ACA 3.06 College Grading System policy. A grade of "WA" is not calculated in the GPA; however, it is calculated in credits attempted as described in the ADM 2.06 Satisfactory Academic Progress policy. Administrative withdrawals are not counted in the maximum number of withdrawals noted above. For additional information, reference Policy ADM 3.08 Add/Drop/Withdrawal from a course.

Transfer of Program Credits

SCHS may accept transfer credit for a course or courses completed at other postsecondary institutions when they are comparable in scope and content to the scope and content of the SCHS programs own course work. The acceptance of credit for transfer is primarily based on the competencies achieved by the student in previously completed course work and whether the competencies reasonably align with the course work of the SCHS program. **A student must complete a minimum of 30% of their coursework at SCHS to be granted a degree.**

Accreditation of the institution, organization, or program from which the student is requesting transfer of credit may be a consideration for credit transfer decisions; however, accreditation status will not be the sole basis for accepting or denying credit for transfer. In evaluating credit for transfer, SCHS will:

1. Establish and publish appropriate criteria for the acceptance of transfer credits including, but not limited to currency, comparability, relevancy to degree/program, calculation of credit (i.e. clock hours to semester or quarter hours), and grade earned for the course or courses to be transferred.
2. Apply a systematic, consistent process when determining whether to accept credits earned at other institutions.
3. Document in the student's permanent record the basis on which the transfer of credit was accepted and identification of the institution from which the credit was transferred.

College Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) allows individuals who have acquired knowledge outside the usual educational settings through independent or prior study, on the job training, or cultural pursuits to show they have learned college-level material in order to bypass certain college courses. Doing well on a CLEP exam can earn the same number of credits that would be received if a college course had been completed and passed. CLEP offers 33 exams in five subject areas, covering material taught in courses that may generally be taken in the first two years of college. By passing a CLEP exam, a student can earn 3 to 12 college credits. Each institution determines the exams for which it will award credits, the minimum qualifying score required to get credit, and the number of credits that will be granted per exam. SCHS awards college credit to students who score satisfactorily on the CLEP. The maximum number of semester credits awarded to a student for CLEP General Examinations are as follows: 21 credits for nursing, 36 credits for radiation sciences, and nine credits for sonography. These hours are transfer credits and will not be computed in the student's SCHS grade point average. SCHS does not administer CLEP exams. Students seeking locations, testing dates and times, and registration can be found by visiting www.collegeboard.org/clep. It is the responsibility of the student to request official transcripts from CLEP to be sent to the Office of Records and Registration at SCHS to be evaluated by college officials.

Advanced Placement (AP)

SHCS recognizes the Advanced Placement (AP) of the College Entrance Examination Board as a legitimate means of acquiring college credit for qualified students who have completed college-level courses while enrolled in an accredited secondary school. It is the responsibility of the student to see that official transcripts from the Advanced Placement Program of the College Board be sent to SCHS to be evaluated by the College officials. These hours are transfer credits and will not be computed in the student's SCHS grade point average.

Academic Progression

A student who is enrolled at SCHS is in good academic standing until such time as the student is placed on academic warning or dismissed from the College. A student is placed on academic warning when the student's cumulative GPA falls below 2.0 at the conclusion in any semester of attendance. A student remains on academic warning for one semester of attendance, at the end of which time the student must obtain a minimum cumulative GPA of 2.0. Failure to achieve this GPA results in academic dismissal.

DMS and RAD

A student is academically dismissed from the College for any one the following reasons:

- Failure to achieve a 2.0 cumulative GPA while on Academic Probation.
- Any two course failures (grade D, F).
- Any two course withdrawals (grade W).
- Imaging Programs: Withdrawing from all courses within a Semester will be counted as one withdrawal on student academic record
- A combination of one course failure and any one course withdrawal.
- Failure to complete the enrolled program within the time frames specified in this policy.

Nursing — Beginning Fall 2023 Admission:

A student is academically dismissed from the College for the following reasons:

- Failure to achieve a 2.0 cumulative GPA while on Academic Probation.
- Two course failures (grade D, F) in the same course.
- Three course failures (grade D, F).
- Withdrawing (grade W) from the same course more than once.
- Withdrawing (grade W) in more than two Semesters or Terms (Modules).
- Failure to complete the enrolled program within the time frames specified in this policy.

A student who is academically dismissed is not eligible for readmission to the program (ADM 3.11 College Admissions/Readmissions).

Standard Period of Non-Enrollment or Permanent Resignation from the College

A student is expected to remain continuously enrolled while pursuing their degree. Continuously enrolled is defined by course enrollment in fall, spring, and summer courses or on a leave of absence for one semester or term (module). However, a student may find it necessary to discontinue the pursuit of academic endeavors either for one semester or term (module) or permanently for a variety of reasons. A student who takes a leave of absence for one semester or term (module) is considered to be on a Standard Period of Non-Enrollment (SPN). For additional information, reference Policy ADM 3.07 Leave of Absence or Permanent Resignation from the College.

Commencement

Commencement is held twice a year at the close of the spring and summer semesters. Students may participate in Commencement if they have fulfilled all administrative responsibilities and are expected to complete all degree requirements in the semester for which they have applied to graduate. Official academic regalia is required to participate in Commencement. Stoles not issued by the College may not have any messaging. All students should reference Policy ADM 3.12 Degree and Commencement Requirements for additional information.

Transcripts

SCHS maintains a permanent electronic record, the transcript, of a student's academic history of courses that are part of the College curriculum. In accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 as amended, transcripts cannot be released without the student's written consent. Official transcripts are ordered electronically through PARCHMENT®. The College does not fax or email transcripts to individuals or institutions due to FERPA security issues.

Transcripts are maintained by the Office of Records & Registration electronically in our Student Information System, and are accessible in the SIS, Campus Nexus. Once the student graduates the records are maintained by an off-site secure record storage facility or scanned into our secure electronic software. Student records are kept indefinitely.

An official copy of a transcript must be signed. Official transcripts are often required when applying to another college or university.

An unofficial copy of a transcript is not signed. These are often used for students' personal records.

Parchment (www.parchment.com) provides electronic transcript service to our students and alumni.

The student/alumnus opens an account with Parchment and makes the request for a transcript. The Office of Records & Registration receives the request and will upload the official transcript to the Parchment site. The transcript is delivered in two to four business days to the student/alumnus requested destination.

Only College transcripts may be requested or released. Transcripts and documents from other institutions are the property of the College and, as such, are under the control of the Office of Records & Registration. Under federal policy, a student has the right to view the documents in his or her file; the College is not required to provide (or allow the making of) copies of these documents. Transcripts submitted to the College for admission or credit transfer become the property of the College and cannot be returned to the student or forwarded to other institutions.

Courses taken prior to admission to the College and accepted for transfer credit appear on the transcript as transfer courses.

The College accepts electronically transmitted transcripts provided they are certified by the sending institution's authorized delivery agent. Electronic transcripts are received by the Office of Records & Registration. The College has the right to refuse electronic transcripts or may request additional information if there is a question about the authenticity of the document. Transcripts are required from all colleges/universities attended for programs requiring college prerequisites or co-requisites. Official transcripts must be in English, have an embossed seal or signature, be sent directly from the awarding institution, and be received by the College unopened prior to the matriculation deadline. For additional information, reference Policy ADM 3.09 Transcripts.

CHAPTER 4

Finance

SCHS Finance	39
Charges.....	39
Financial Aid	43
Financial Refunds	47
SCHS Finance Team.....	49
Definitions.....	51
Scholarships.....	55

SCHS Finance

The Chief Financial Officer (CFO) is responsible for management and oversight of Student Finance which includes the Business Office (Director of Finance, Bursar and Senior Accountant) and Financial Aid Office (Director of Financial Aid, Financial Aid Specialist and Financial Aid Counselor), in addition to the fiscal operations of SCHS. The Business Office and Financial Aid Office have segregation of duties; however, both are integral parts of the Student Account process. Navigating through the financial aspects of attending SCHS can be complex. The staff in the Business and Financial Aid Offices are available to serve and assist students (and in certain cases parents) throughout the entire SCHS student life cycle. Students are encouraged to reach out to finance staff with questions during operating hours: Monday through Friday 8:30 a.m. to 4:30 p.m. by face-to-face on-campus appointment, video Zoom conference, email, or phone. All finance staff contact information is provided at the end of this Section.

Student Accounts

Students have a shared responsibility with respect to Student Accounts. Students are required to read and be familiar with ADM 4.04 Student Accounts policy which is located on the SCHS website under Students - Policies. The finance staff will (primarily) communicate with students electronically through CampusNexus®, SCHS's Student Information System (SIS). Students are responsible for reviewing and responding to student communications in a timely manner. In addition, students should review the "My Finances" information contained in the CampusNexus® — Student Portal on a regular basis.

Student Accounts are comprised of financial transactions for a particular student over the entire time period that a student is enrolled at SCHS. Prior to the completion of the Add/Drop Period, students will reference the Registration Bill, which is the preliminary, anticipated or pending transactions for a particular Semester or Term (Module) prior to the final posting to the Student Ledger Card. The Student Ledger Card represents the final posted financial transactions over the entire duration that a student remains enrolled at SCHS. The Student Ledger Card is organized by Semesters or Terms (Modules). Components of the Registration Bill and Student Ledger Card include: Charges and Discounts, Financial Aid, and Payments.

- Charges and Discounts include Tuition, Fees, and Other Charges assessed by SCHS (such as Uniforms, Laptop Computer Bundle, etc.).
- Financial Aid includes any source of financial funding used to offset Charges or Cost of Attendance (COA).
- Payments refer to any paid, posted, or disbursed payment transaction from a student, Third-Party Payor or Financial Aid.

Registration Bill

SCHS Registration Bills are generally available 30 days prior to the start of each Semester or Term (Module). The Registration Bill includes Charges based on Enrollment Status and (if applicable) Financial Aid and any remitted payments. When reviewing the Registration Bill prior to the start of the Semester or Term (Module), Charges will be in "pending" status and (if applicable) Financial Aid will be in "scheduled" status. It is the student's responsibility to review Registration Bills on the CampusNexus® — Student Portal prior to the start of each Semester or Term (Module) to ensure that all anticipated Financial Aid is scheduled and (if applicable) approved by the student in the CampusNexus® — Student Portal. The "Reviewing Your Registration Bill" document can be located on the SCHS website. The Registration Bill is also used to identify the amount, if any, that is due from the student as payment.

Charges

Tuition and Fees

SCHS Tuition and Fees are assessed based upon the rates listed in the table below. Tuition represents charges incurred for academic instruction and Fees represents charges for student learning resources, technology, campus activities, student benefit funds, White Coat ceremony (when applicable) and graduation activities. SCHS' Tuition and Fee structure is consistently applied regardless of in-state or out-of-state residency.

Other Charges

SCHS students may incur Other Charges such as application fees, books, uniform(s), laptop computer bundle, etc.

SCHS Online Bookstore: SCHS has partnered with eCampus to provide an Online Bookstore. Students may, but are not required, to utilize the SCHS Online Bookstore to order textbooks in various formats (new, used, rental, digital eBooks, etc.). Book Vouchers will be available to SCHS students generally 30 days prior to the start of the Semester or Term (Module). All items ordered through SCHS' Online Bookstore via the Book Voucher are included on the Registration Bill as Other Charges. Students are responsible for Other Charges assessed to the Student Account (Registration Bill) for items which are ordered via SCHS' online bookstore.

SCHS-Issued Laptop Computer Bundle: Beginning with the 2023–24 (prior) Academic Year, the SCHS Information Technology (IT) team began offering a standard laptop computer bundle. The SCHS-issued laptop computer bundle is required for all Nursing students. Students enrolling in Spring 2025 and after will be required to purchase the laptop computer bundle. The SCHS-issued laptop computer

bundle includes a Dell Latitude laptop, three-year (limited) IT support for hardware and software, applicable software, two battery chargers and wireless mouse. SCHS leverages BSMH IT vendor contracts to offer such a bundle at discounted retail prices. Charges related to the SCHS-issued laptop computer bundle are included on the Registration Bill for those students who are required or who opt-in to purchase.

Certain items such as laptop computer bundles, and uniform(s) are **non-returnable and non-refundable** once they have been issued. Students are not required to utilize the Online Bookstore; however, for students who also participate in the BSMH (Guild) Tuition Benefits programs, it is encouraged, as books (not uniforms, nor SCHS-issued laptop computer bundles) are covered by BSMH (Guild)

Tuition Benefits. It is the student's responsibility to know and understand which Other Charges may be invoiced to Third-Party Payors including, but not limited to BSMH (Guild) Tuition Benefits. Students are responsible for the timely payment of Other Charges posted to the Student Account in accordance with the ADM 4.04 Student Accounts policy. Further information and additional details will be communicated to students via CampusNexus® prior to the start of each Semester or Term (Module). Students can access the SCHS Online Bookstore at <https://schs.ecampus.com>. SCHS reserves the right to make changes to the Tuition, Fee and Other Charges structure as needed. Any such changes will be communicated via email and announcements in CampusNexus® – Student Portal.

2024–2025 Tuition & Fee Rates

Nursing (NUR) Program	
\$295.00	Tuition (per credit hour)
\$ 100.00	Fee (per credit hour)
Diagnostic Medical Sonography (DMS) and Radiologic Technology (RAD) Programs	
\$240.00	Tuition (per credit hour)
\$ 90.00	Fee (per credit hour)
Other Charges (if applicable)	
\$1,425.00	Laptop Computer Bundle* (SCHS-issued)
Various	Books (purchased via SCHS's Online Bookstore)
\$30.00	Uniforms** – Scrub Top (Mock Wrap or V-Neck 3 Pocket)
\$18.00	Uniforms** – Scrub Pants (Elastic Waist or Drawstring)
\$28.00	Uniforms – Scrub Jacket (RAD Required, NUR & DMS Optional)
\$40.00	SCHS embroidered Fleece Jacket (Optional)
\$40.00	SCHS embroidered Fleece Vest (Optional)

*New (incoming) NUR students will be issued a Laptop Computer Bundle in advance of the first Semester. The Laptop Computer Bundle charge of \$1,425.00 will be posted to the Student Account automatically upon receipt. **Laptop Computer Bundles are non-returnable and non-refundable.**

New (incoming) NUR & DMS students will be issued 2 sets of Uniforms (2 scrub tops and 2 scrub pants) in advance of the first Semester. Uniform charges of \$96.00 will be posted to the Student Account automatically upon receipt. New (incoming) RAD students will be issued 2 sets of Uniforms (2 scrub tops, 2 scrub pants and 1 scrub jackets) in advance of the first Semester. Uniform charges of \$124.00 will be posted to the Student Account automatically upon receipt. **Uniforms are non-returnable and non-refundable.

Cost of Attendance

Cost of Attendance (COA) is the anticipated cost that a student may incur during an Academic Year to attend SCHS, which includes costs that are not assessed directly by SCHS. COA includes costs for Tuition and Fees, books, course materials, supplies & equipment, living expenses, transportation, personal costs, and professional credential (i.e., NCLEX, AART, ARDMS). COA does not reflect the actual Charges that a student will incur on the SCHS Student Ledger Card (or Registration Bill). Students should budget for these additional costs included in COA, even though not all costs are directly assessed by SCHS. Students should also reference ADM 10.04 Technology Requirements policy when evaluating COA. Finally, students who are interested in participating in extracurricular activities such as student organizations, mission trips, and community service events may need to evaluate associated costs, as extracurricular activities are not included in COA.

2024-25 Cost of Attendance (COA) NUR Program		
	Full Academic Year: Based on (4) 8-week Terms (Modules) and 24 credit hours	Partial Academic Year: Based on (2) 8-week Terms (Modules) and 12 credit hours
Tuition	\$7,080	\$3,540
Fees	\$2,400	\$1,200
Books, Course Materials & Equipment*	\$3,650	\$3,050
Living Expense**	\$17,450	\$9,692
Personal Expense	\$1,350	\$750
Transportation Expense	\$3,580	\$1,989
Federal Direct Loan Fees	\$100	\$100
License / Professional Credentialling (NCLEX-RN)	\$450	\$450
Total COA	\$36,060	\$20,771

2024-25 Cost of Attendance (COA) RAD Program	
	Full Academic Year: Based on 2 Semesters and 25 credit hours
Tuition	\$6,000
Fees	\$2,250
Books, Course Materials & Equipment*	\$3,650
Living Expense**	\$17,450
Personal Expense	\$1,350
Transportation Expense	\$3,580
Federal Direct Loan Fees	\$100
License / Professional Credentialling (ARRT-RT)	\$225
Total COA	\$34,605

2024-25 Cost of Attendance (COA) DMS Program	
	Full Academic Year: Based on 2 Semesters and 25 credit hours
Tuition	\$6,000
Fees	\$2,250
Books, Course Materials & Equipment*	\$3,650
Living Expense**	\$17,450
Personal Expense	\$1,350
Transportation Expense	\$3,580
Federal Direct Loan Fees	\$100
License / Professional Credentialling (ARDMS)	\$475
Total COA	\$34,855

*Books, Course Materials & Equipment include costs for textbooks, other school supplies, uniforms, laptop computer bundle, printer, program specific supplies, immunizations, criminal background check, drug screen, CPR certification, and shoes.

**Living Expense includes costs for housing, utilities, internet, and food.

Bon Secours Mercy Health (BSMH) Guild Tuition Benefits — Direct Billing

BSMH system, as an employer, offers Tuition Benefits for those associates employed in PRN, Part-Time and Full-Time positions through its partnership with Guild. BSMH associates attending SCHS have the opportunity to participate in the BSMH Guild Tuition Benefit program, which provides associates with financial funding from BSMH to cover the cost of SCHS Tuition and Fees and certain Other Charges (less Grants and Scholarship funding), for an eighteen (18) month work commitment at a BSMH facility post-graduation and post-licensure. Participation in the BSMH Guild Tuition Benefit Program allows SCHS to directly bill BSMH Human Resources (HR) for eligible Charges, preventing the student from having to remit payment to SCHS “out of pocket.” **BSMH Guild Tuition Benefits that are paid in excess of \$5,250 in any calendar year are subject to tax implications.** Full details of the BSMH Tuition Benefit program are further described in BSMH Education Benefit Program policy, which can be found on the BSMH intranet site by clicking the HR Service Now portal and searching by tuition (or education) benefits. For further information, associates may contact the BSMH Associates Service Center (ASC) by opening an HR Service Now ticket, calling 1-877-692-7780, or scheduling an appointment with the Financial Aid Counselor.

Students who are participating in the BSMH Guild Tuition Benefits program must submit an initial (one-time) application on the BSMH Guild platform. Upon approval from BSMH HR and Guild, the SCHS Financial Aid Office will automatically schedule BSMH Guild Tuition Benefits for each Semester or Term (Module) in which the student is enrolled. Once BSMH Tuition Benefits are scheduled as a source of Financial Aid on the student’s account, the student is responsible for reviewing the information contained on the Registration Bill in advance of each Semester or Term (Module). In addition, students are responsible for knowing and understanding which Other Charges may (or may not) be invoiced to BSMH (as a Third-Party Payor). Students are responsible for submitting payment, or having alternative Financial Aid scheduled and approved, for all Charges in accordance with the deadlines established in ADM 4.04 Student Accounts policy.

Payments

Payment of Tuition and Fees is due in full by 12:00 p.m. on the Friday prior to the start of the Semester or Term (Module).

It is the student’s responsibility to ensure that all payment, or adequate Financial Aid is scheduled, to cover all Charges by 12:00 p.m. on the Friday prior to the start of each Semester or Term (Module). SCHS does not offer payment plans and no exceptions will be made.

Forms of Payment

SCHS accepts personal checks, cashier checks, money orders, and credit cards. Personal checks, cashier checks, and money orders are to be submitted to the SCHS Bursar/Business Office via drop box located on the SCHS campus or mailed to SCHS Attn: Bursar/Business Office 430 Clairmont Court, Suite 200 Colonial Heights, Virginia 23834. A fee of \$25.00 may be assessed to the Student Account for any check returned due to Non-Sufficient Funds (“NSF”). The preferred payment method is credit card (VISA, MasterCard, American Express and Discover) which can be submitted through the Campus Nexus® — Student Portal. Students are encouraged to confirm the transactional and daily limits imposed by their lenders prior to processing payment.

Past Due Student Accounts

Any positive Student Account balance that results after student payment and/or Financial Aid is applied to Tuition and Fees and Other Charges in excess of \$1.00 at 12:01 p.m. on the Friday prior to the start of the Semester or Term (Module) is considered past due. Students with a past due Student Account balance will be contacted by the Bursar/Business Office during the Add/Drop Period for resolution.

During the Add/Drop Period

Students who elect to add courses during the Add/Drop Period are required to remit payment, or have adequate Financial Aid scheduled, to cover the additional charges by 12:00 p.m. on the last day of the Add/Drop Period. Students who elect to drop courses during the Add/Drop Period are eligible for a Financial Refund of Tuition and Fees in accordance with ADM 5.01 Financial Refunds policy.

After the Add/Drop Period

Students who have a Student Account balance at the end of the Add/Drop Period will be administratively removed from all courses within the current Semester or Term (Module), placed on a Bursar/Business Office hold in the SIS and placed on a Standard Period of Non-Enrollment (SPN) by the Director of Records and Registration on the 11th calendar day of each Semester or Term (Module). At the time that the SPN is effectuated within the SIS, the student will be evaluated for a Financial Refund in accordance with ADM 5.01 Financial Refunds policy. Once a student is administratively removed from all courses within a Semester or Term (Module), the student may not enroll for the duration of the Semester or Term (Module). If, after completion of the Add/Drop Period, a student becomes ineligible for scheduled or disbursed Financial Aid or be subject to a Financial Refund, payment of the resulting positive Student Account balance is due within two (2) business days of the posted transaction. Any positive Student Account balance for a period of 60 calendar days or more, will be submitted to SCHS’ external collection agency and may be subject to additional fees and penalties.

Financial Aid

SCHS offers a wide array of Financial Aid to eligible applicants. The Financial Aid Office staff is dedicated to assisting students secure the most beneficial Financial Aid package. Examples of Financial Aid include, but are not limited to, Title IV Financial Aid, Scholarships, Third Party Payors, etc. The Financial Aid Office uses awarding principals to determine the best Financial Aid package for the student. At the end of the awarding process, the Financial Aid Office posts the Financial Aid package and publishes the award letter to the Campus Nexus® — Student Portal for acceptance, denial, or revisions by the student.

FAFSA Simplification (& FUTURE) Act

The FAFSA Simplification Act, in conjunction with the FUTURE Act, represents the largest overhaul in the U.S. Department of Education's (ED) Federal Student Aid programs, which are authorized by Title IV of the Higher Education Act of 1965, as amended, in the last 40 years. While legislation was passed in 2021, the implementation of the related processes and systems become fully effective in the 2024-25 Academic Year. Major goals of the FAFSA Simplification Act include streamlining and improving the Free Application for Federal Student Aid (FAFSA) process, redesigning the calculation of student Need, extending Federal Pell Grant funds, and changing the way that institutions administer Title IV Financial Aid. Please note that all Finance-related policies have been updated for the 2024-25 Academic Year to reflect changes that have (or will) occur with FAFSA Simplification, as of the publication date of this document. Information related to the 2024-25 FAFSA and Simplification Act continues to be released by the U.S. Department of Education (ED). Students are required to read and understand SCHS policies and encouraged to meet with the Financial Aid Counselor to review individualized Financial Aid plans annually. Additional information can be obtained in ADM 4.01 Federal Financial Aid Administration and ADM 4.02 Federal Financial Aid Programs policies.

FAFSA Simplification — Major Changes

Streamlined the FAFSA for Students (and Contributors)

- Reduced the number of questions on the FAFSA.
- Implemented data sharing capabilities so that income tax information can be directly obtained from the Internal Revenue Service (IRS) database.
- Established a Contributor as any individual required to provide consent and approval for federal tax information (FTI) along with their signature on the FAFSA form,

including the student; the student's spouse; a biological or adoptive parent; or the parent's spouse (stepparent).

- Revised the student summary of FAFSA information to the newly renamed FAFSA Submission Summary (FSS) from the Student Aid Report (SAR).

Revised Student Need (Financial Need) Calculation

- Replaced Expected Family Contribution (EFC) with Student Aid Index (SAI).
 - SAI can be a minimum of negative (-) \$1,500.
- Removed of number of family members in college from SAI calculation.
- Changed certain types of income and assets included in the SAI calculation.

Extended Access to Federal Financial (Student) Aid for Students

- Expanded Federal Pell Grant eligibility.
- Restored Federal Pell Grant Lifetime Eligibility Used (LEU) for students receiving Federal Direct Loan discharge.
- Repealed the lifetime limits on Federal Direct Subsidized Loans (Subsidized Usage Limit Applies — SULA).

Changed Federal Financial (Student) Aid Administration for Institutions (SCHS)

- Updated the terminology and components used to develop Cost of Attendance (COA).
- Expanded the use of Professional Judgement for Financial Aid Offices.
- Introduced new terminology.
- Introduces new ED systems.
- Introduced new Financial Aid packaging methodologies.
 - Federal Pell Grant— introduces Max Pell, Min Pell, Calculated Pell, Enrollment Intensity, and other special rules.

2024-25 FAFSA

Students who intend to use any form of Financial Aid, including but not limited to Title IV Financial Aid, must submit the Free Application for Federal Student Aid (FAFSA) with the SCHS school code 012744. For the 2024-25 Academic Year, students may submit the FAFSA beginning December 31, 2023. There were significant delays in the opening of the 2024-25 FAFSA, which not only impacted students in submitting the FAFSA, but also institutions in receiving FAFSA data needed to package Financial Aid for students. Information related to the 2024-25 FAFSA and Simplification Act continues to be released by ED. Students are encouraged to meet with the Financial Aid Specialist or Counselor to review individualized Financial Aid plans annually.

For the 2024-25 Academic Year the FAFSA Processing System (FPS), formerly known as the Central Processing System (CPS), is the U.S. Department of Education's (ED) application processing center which produces two (2) reports. The FAFSA Submission Summary (FSS), formerly known as the Student Aid Report (SAR), is distributed to students and the Institutional Student Information Record (ISIR), which is distributed to SCHS. Students are responsible for reviewing information contained in the FSS. Any rejections or errors found on the FSS and ISIR must be resolved prior to awarding a complete Financial Aid package including Title IV Financial Aid.

Financial Aid Awarding Principals

After receipt of the student's ISIR, the Financial Aid Office will determine the student's eligibility for all types of Financial Aid. The Financial Aid Office will determine the best financial package for each student based on a variety of factors including, but not limited to, ISIR information, eligibility for grants and Scholarships (which are not required to be repaid) and loans (which do require repayment).

The Financial Aid Specialist or Counselor is available to assist students in determining the best Financial Aid package tailored to meet individual students' needs. Students are strongly encouraged to schedule an appointment with the Financial Aid Specialist or Counselor to review financial information and to assist students with navigating the complexities and requirements of Financial Aid including, but not limited to, borrowing Federal Direct Loans.

When packaging Financial Aid, any grants, and Scholarships, which do not require repayment, will be automatically approved within the SIS. Students who wish to borrow Federal Direct Loans based on the amount needed to cover Tuition and Fees and Other Charges or who elect to borrow less than the annual Federal Direct Loan limits are required to complete the Request to Borrow Less Than Maximum Federal Student Loans form located on the SCHS website. Students who do not elect to submit the Request to Borrow Less Than Maximum Federal Student Loans will be initially packaged for maximum annual loan amounts. Students have the ability to accept or deny (any or all) Financial Aid packages in the Campus Nexus® - Student Portal. In addition, the Financial Aid Office will communicate when Federal Direct Loans are disbursed to the Student Ledger Card. The Student Loan Notification document also has instructions for students who wish to cancel any, or all, Federal Direct Loans within 14 days of disbursement. The Financial Aid Specialist and Financial Aid Office staff are always available to assist students with Financial Aid questions, comments, or concerns.

Title IV Financial Aid

SCHS participates in the following Title IV programs: Federal Pell Grant, and Federal Direct Loans (Subsidized, Unsubsidized and Parent PLUS). Descriptions and definitions of these programs are contained in the Appendix to this Section. SCHS is required to maintain Institutional Eligibility to participate in Title IV programs. Additionally, SCHS must adhere to Administrative Capability requirements, general provisions and comply with all requirements contained in Title IV of the Higher Education Act of 1965, as amended (Title IV Regulations). Additional information is contained in ADM 4.01 Federal Financial Aid Administration and ADM 4.02 Federal Financial Aid Program policies. Additionally, students have many responsibilities as participants in Title IV programs. To participate in Title IV programs, students are first required to complete and submit the Free Application for Federal Student Aid (FAFSA) annually. When utilizing Federal Direct Loans, students are required to complete a Master Promissory Note and complete Entrance and Exit counseling per Title IV Regulations.

Verification

Students who are selected for Verification (by the U.S. Department of Education (ED) or SCHS Financial Aid Office) are subject to the requirements as further outlined in ADM 4.03 Federal Financial Aid Verification and Conflicting Data policy. In such cases, the Financial Aid Office will notify the student and provide a list of all required documentation to be submitted, student responsibility for correction of information, method for submitting such documentation and consequences for failure to adhere to requirements and/or deadlines within the established time frame. Failure to meet Verification and Conflicting Data requirements will result in the loss of Title IV Financial Aid eligibility. In the event correction(s) to the FAFSA are required and such a correction results in a change to Student Aid Index (SAI), the Financial Aid Office will recalculate Title IV Financial Aid eligibility and/or amount of Title IV Financial Aid award based on the revised SAI. In the event the Financial Aid Office identifies conflicting data, resolution is required.

Scholarships:

Students are encouraged to apply for Scholarships while enrolled in SCHS. As scholarships become available, students are notified through the Campus Nexus-Student Portal with details on eligibility, application process, and deadlines. A listing of current SCHS Scholarships is contained in the Appendix to this section.

Alternative/Private Loans

The Financial Aid Office recommends that Alternative/Private Loan options be considered only after all other Financial Aid resources are exhausted, which includes Federal Direct Loans. Upon selection of an Alternative/Private

Loan lender, the student is required to inform the Financial Aid Office. The Financial Aid Office does not endorse any lender and encourages students to thoroughly research all alternative lending options. The student is required to submit a Self-Certification Form to lenders. Students can explore Alternative/Private Loans on the web at <http://www.elmselect.com> for more information.

Third-Party Payors

SCHS participates with several Third-Party payors such as VA529, EdAssist, Veteran Affairs, and various employers. SCHS will invoice most Third-Party Payors on the student's behalf and apply the resulting payment to the Student Account. For Invest529 accounts, the student is responsible for requesting funds directly from the Third-Party Payor. It is the student's responsibility to contact the Bursar / Business Office, and in cases of Veteran Affairs benefits, the Director of Financial Aid, submit applicable documentation (i.e., voucher), and confirm that the proper Financial Aid award is scheduled 30 calendar days prior to the start of each Semester or Term (Module).

Veteran Education Benefits

Veterans, active service members, spouses and dependents may use benefits and/ or Tuition Assistance programs offered by the U.S. Department of Veteran Affairs (VA) or related federal and state agencies. Additional information is contained in ADM 4.07 Establishing Principles of Excellence – Military policy found on the SCHS website. At the time of admission, veterans are encouraged to request an official evaluation of military experience and training for college credit and submit Joint Military Service transcripts to the Admissions department. Upon enrollment, the student is responsible for submitting the VA Certificate of Eligibility to SCHS's School Certifying Official (SCO), who is the Director of Financial Aid. The SCO is responsible for completing the enrollment certification on a Semester-by-Semester or Term-by-Term (Module) basis after the Add/Drop Period is complete. In accordance with Title 38 US Code 3679(e), SCHS adopts the following additional provisions for any students using Post-9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from Veteran Affairs education benefits. SCHS will not prevent the student's enrollment, assess a late penalty fee to the student, require the student to secure alternative or additional funding, or deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for 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 at saa@dvs.virginia.gov. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Book Voucher

SCHS provides a Book Voucher that is issued to students in conjunction with SCHS' online bookstore so that students have a financial resource to purchase books required by the academic program in advance of the applicable Semester or Term (Module) and (when applicable) prior to disbursement of Title IV Financial Aid funds. All students enrolled in any upcoming Semester or Term (Module) are issued Book Vouchers (typically up to \$1,200), regardless of Title IV Financial Aid utilization. Book Vouchers are generally issued and available to students via SCHS' online bookstore thirty (30) days in advance of the upcoming Semester or Term (Module). Students are notified electronically via the Student Information System (SIS), in accordance with ADM 10.01 Communications policy, when the Book Vouchers are issued with instructions on how to utilize the Book Voucher.

The Book Voucher is a mechanism in which students may order and receive books prior to the start of the Semester or Term (Module). The dollar value of books ordered with the Book Voucher will be included on the Student Account (Registration Bill and Student Ledger Card) as an eBooks Charge. It is the student's responsibility to ensure that payment is received, or adequate Financial Aid is scheduled, to cover Book Charges in accordance with the payment deadlines established in ADM 4.04 Student Accounts policy. Further, it is the student's responsibility to know and understand which Financial Aid funds may be utilized to cover Book Charges.

SCHS' online bookstore allows returns of certain books within certain time frames. Generally, physical copies of any book can be returned to eCampus within thirty (30) days of the first day of the Semester or Term (Module), and electronic copies within fourteen (14) days of the first day of the Semester or Term (Module). Students are responsible for adhering to return policies as indicated by eCampus. Any eligible credits for such book returns will be posted to the Student Account. Students may incur shipping and/ or restocking fees, which are also posted to the Student Account. Students are not required to utilize the Book Voucher and may "opt-out" by not ordering books through SCHS' online bookstore.

Satisfactory Academic Progress (SAP) and Title IV Financial Aid

In accordance with Title IV Regulations, students must maintain Satisfactory Academic Progress (SAP) by meeting certain academic requirements in order to maintain Title IV Financial Aid eligibility. Procedures for the measurement and monitoring of SAP are contained in ADM 2.06 Satisfactory Academic Progress (SAP) policy. SAP requirements related to Title IV Financial Aid eligibility are more stringent than academic progression standards, which are defined in ACA 2.02 Academic Progression policy. As such, a student

may fail to meet SAP for Title IV Financial Aid eligibility and continue in “good standing” according to academic progression standards. SAP is calculated within the SIS consistently for all students for all periods of enrollment at the end of every Semester or Term (Module). SAP measures academic progress towards the completion of the academic program in both qualitative and quantitative components.

Qualitative Progress – Cumulative Minimum GPA

Students must maintain a Cumulative Minimum GPA of 2.0, equivalent to a “C”.

Quantitative Progress (Maximum Time Frame)

Students are required to complete their academic program within a reasonable time frame based upon the published program length.

- Maximum Time Frame** – Students must complete the academic program within 150% of the published program length, as measured in credit hours. SCHS’s Maximum Time Frame per academic program is listed in the table below. The Maximum Time Frame allowable is reached when (1) the maximum number of Credits Attempted is equal to the Maximum Timeframe (as measured in credit hours) or (2) when it becomes mathematically impossible to complete the program within 150% of the Maximum Time Frame, whichever is sooner.

	TOTAL PROGRAM CREDIT HOURS X 150%		MAXIMUM TIMEFRAME AS MEASURED IN CREDIT HOURS
Nursing (curriculum effective Fall 2023)	69 credits	150%	103 credits
Radiation Science	83 credits	150%	124 credits
Diagnostic Medical Imaging	67 credits	150%	100 credits

- Pace of Completion** – represents the rate of progress (pace) at which students must advance through their academic program to ensure program completion within the Maximum Time Frame. Students must maintain a percentage of no less than 67% when dividing cumulative Credits Earned by cumulative Credits Attempted during all terms of enrollment. For the purposes of calculating SAP, all Credits Attempted are included, regardless of Title IV Financial Aid utilization during the term of enrollment.

Impacts to SAP

The table below identifies how certain credits, course work and/or grades impact the student’s Cumulative GPA (Qualitative Progress) and Maximum Time Frame (Quantitative Progress). Related policies as outlined in the Appendix of this Section should be referenced in conjunction with the table below. In the event a grade change is effectuated within the SIS after the SAP calculation is performed for the applicable Semester or Term (Module), SAP will be recalculated.

SAP IMPACT	GPA	CREDITS EARNED	CREDITS ATTEMPTED
Transfer Credit	Not included	Included	Included
Incomplete Grade (“I”)	Not included*	Not included*	Included
Failing Grades (“D” or “F”)	Included	Not included	Included
Other Non-Punitive Grades (“W”, “WA”)	Not included	Not included	Included
Repeated/Remedial Course Work	Included	Included**	Included
Proficiency Credit (NLN, CLEP, etc.)	Not included	Included	Included
Non-Credit Course Work (audit)	Not included	Not included	Not included
Readmission	Included	Included	Included

* Not included until completion grade is received. Then SAP is recalculated.

** Included upon receiving a grade of “C” or better.

Failure to Meet SAP Requirements

Students who fail to meet SAP requirements, either Quantitative or Qualitative Progress, will be notified electronically via the SIS. In such an event, the communication will include Financial Aid Status and any impact to Title IV Financial Aid eligibility.

Financial Aid Statuses

- **Financial Aid Warning** — is assigned to students who fail to meet SAP requirements upon completion of a Semester or Term (Module) for the subsequent Semester or Term (Module), not to exceed one term of enrollment. Students placed on Financial Aid Warning will continue to be eligible for Title IV Financial Aid during this one (1) Semester or Term (Module).
- **Financial Aid Suspension** — is assigned to students who have been placed on Financial Aid Warning and fail to meet SAP requirements in the subsequent Semester or Term (Module), thus failure to meet SAP requirements for two consecutive terms of enrollment. Students placed on Financial Aid Suspension are no longer eligible to receive Title IV Financial Aid. However, students regain Title IV Financial Aid eligibility once SAP requirements are achieved.
- **Financial Aid Probation** — is assigned to students who have submitted a Financial Aid Appeal and the Student Financial Aid Appeal Committee has rendered a decision to approve the appeal and reinstate the student's Title IV Financial Aid eligibility for one (1) Semester or Term (Module).

Financial Aid Appeal

Students who are placed on Financial Aid Suspension due to failure to meet SAP requirements and who have extenuating circumstances affecting their ability to meet such requirements may appeal their Financial Aid Status one (1) time during the Semester or Term (Module) in which the student is (or remains) on Financial Aid Suspension. Procedures, timelines and documentation requirements for submitting a Financial Aid Appeal are contained in Section E of ADM 2.06 Satisfactory Academic Progress policy.

- **Appeal Denied** — If the Financial Aid Appeal is denied, the student remains on Financial Aid Suspension and is not eligible to receive Title IV Financial Aid until SAP requirements are achieved.
- **Appeal Approved** — If the Financial Aid Appeal is approved, the student is placed on Financial Aid Probation status and is eligible to receive Title IV Financial Aid for the remainder of the Semester or Term (Module). Upon completion of the Semester or Term (Module), the student must meet SAP requirements to be eligible to receive Title IV Financial Aid. If, upon completion of the Semester or Term (Module), the student does not meet SAP requirements, the student is placed on Financial Aid

Suspension until SAP requirements are met or a successful Financial Aid Appeal decision is rendered.

Financial Refunds

SCHS provides Financial Refunds to students, which occur in a variety of scenarios. Most Financial Refunds are processed within 45 calendar days of the occurrence, except for certain Title IV Financial Aid scenarios, which may occur sooner. The full scope of Financial Refund scenarios and information is contained in ADM 5.01 Financial Refund policy.

Enrollment Cancellation

In accordance with § 23.1-215 B of the Code of Virginia, an applicant who provides written notice of cancellation of enrollment within three (3) business days, excluding weekends and holidays, of executing the Enrollment Agreement is entitled to a Financial Refund of all monies paid, less the non-refundable \$75 application fee.

A request for enrollment cancellation more than three (3) business days after executing the Enrollment Agreement and making an initial payment, but prior to the first day of Semester or Term (Module) in which the student is enrolled will result in a Financial Refund of all monies paid, less a maximum fee of 15% of charges indicated on the Registration Bill or \$100, whichever is less.

Student Overpayment

In the event a student remits payment (self-pay) in excess of charges of Tuition and Fees or Other Charges in a specific Semester or Term (Module), a Financial Refund will be processed unless the student authorizes SCHS to hold the credit balance and apply it to future charges in a subsequent Semester or Term (Module).

Withdrawal or Permanent Resignation

In the event that a student withdraws from a (or all) course(s), is approved for a Standard Period of Non-Enrollment (SPN) or permanently resigns from SCHS after completion of the Add/Drop Period, but prior to 60 percent completion of the Semester or Term (Module), a Financial Refund of SCHS Tuition and Fees (Charges) will be made in accordance with the SCHS Charges Refund Schedule, as outlined below. In the event that a student ceases to attend classes for a period of 14 consecutive calendar days, the student may be determined as Unofficially Withdrawn. In such circumstances, SCHS will contact the student to determine whether the student intends to return to classes or permanently withdraw. The percentage of Semester or Term (Module) completed is calculated by taking the number of completed calendar days up to and including the Date of Determination (DOD).

SCHS Charges Refund Schedule

PROPORTION OF SEMESTER COMPLETED AS OF THE DATE OF DETERMINATION ("DOD")	% OF TUITION AND FEES TO REFUND
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

Other Charges

As further outlined in ADM 4.04 Student Accounts policy, certain items such as laptop computer bundle, and uniform(s) are **not refundable**. In the event that a student purchases books through SCHS' online bookstore that are subsequently returned, students may incur a shipping charge for such returned books. In such cases, any Financial Refund associated with book return will be credited to the Student Account and it is the student's responsibility to submit payment for the difference, including any applicable shipping charges.

Title IV Financial Aid

Title IV Credit Balances

Title IV Credit Balances are created when a student receives Title IV Financial Aid in excess of SCHS Charges, thus creating a negative student account balance. A refund of Title IV Credit Balance, typically referred to as a Stipend, is processed as payment back to the student (or parent) within 14 calendar days of occurrence (i.e., the date that the Title IV Financial Aid funds were disbursed to the student account and applied to posted charges), in accordance with Federal Regulations. A student (or parent) may authorize SCHS to retain a Title IV Credit Balance and apply the credit balance to a future Semester or Term (Module) within the same academic year. In such cases, a Title IV Credit Balance Authorization form must be submitted to the Bursar/Business Office prior to the start of each Semester or Term (Module), as applicable.

A parent is the borrower under the Federal Direct Parent PLUS Loan program. As such any Title IV Credit Balance from a Federal Direct Parent PLUS Loan will be remitted to the parent unless the parent authorizes SCHS to apply the credit balance to a future Semester or Term (Module) within the same academic year or authorizes SCHS to remit payment to the student. In either situation, a Title IV Credit Balance Authorization form must be submitted to the Business Office prior to the start of each Semester or Term (Module), as applicable. The Title IV Credit Balance Authorization form is published on the SCHS website under Financial Aid.

Return of Title IV ("R2T4")

In certain cases of withdraw, if the student is eligible to receive, or has received, Title IV Financial Aid, a Return to Title IV (R2T4) calculation must be performed in accordance with Federal Regulations to determine the amount of Title IV Financial Aid the student has earned and when applicable, the amount of Title IV Financial Aid that must be returned to the U.S. Department of Education (ED). Title IV funds are earned in direct proportion to the length of time that a student remains enrolled. Up through the 60% point during the period of enrollment (Semester or Term) a pro-rata schedule is used to determine the amount of Title IV Financial Aid that the student has earned. Once 60% of the period of enrollment (Semester or Term) is complete, 100% of Title IV Financial Aid is earned by the student and is not required to be returned. Within 30 calendar days of the Date of Determination, the Financial Aid Director is required to complete the Treatment of Title IV Funds When a Student Withdraws from a Credit-Hour Program (R2T4 Calculation) worksheet, which identifies any Title IV funds that SCHS and/or the student is responsible for returning to the ED. In the event that Title IV funds are required to be returned, the R2T4 will be processed within forty-five (45) calendar days of the Date of Determination.

R2T4 Refunds are made in the following order

- Federal Direct Unsubsidized Loans.
- Federal Direct Subsidized Loans.
- Federal Direct Parent PLUS Loans.
- Federal Pell Grant.

Third-Party Payors

In the event that SCHS has a written agreement with a Third-Party Payor in which SCHS invoices the Third-Party Payor directly on behalf of the student and the student subsequently withdraws from a course(s) or permanently resigns from SCHS, SCHS will process any related Financial Refunds to the Third-Party Payor by the terms contained in the agreement. Financial Refunds with respect to the U.S. Department of Veteran Affairs (VA), including the U.S. Department of Defense, are processed in accordance ADM 4.07 Establishing Principles of Excellence policy under Section B – Financial Refunds – General.

1098-T Tuition Statement

The Form 1098-T is a statement that colleges and universities are required to issue under Internal Revenue Code Section 6050S to students who have reportable transactions within a calendar year. Students use the information contained in the 1098-T Tuition Statements to determine eligibility for certain Education Credits (i.e., American Opportunity and Lifetime Learning) when preparing their annual tax return. Please note that when claiming tax credits or deductions, the taxpayer’s (i.e., student’s) financial records serve as the official supporting documentation for calculating the amounts

being claimed. The 1098-T is for informational purposes only. There may be additional documentation required in filing your annual tax return. Students are encouraged to consult a qualified tax advisor for specific questions. Form 1098-T statements will be available to students electronically through the CampusNexus® - Student Portal, or mailed, no later than January 31 each calendar year. In addition, a 1098-T FAQ form is published on the SCHS website annually. For questions regarding Form 1098-T statements, please contact the Senior Accountant or CFO.

SCHS Finance Team

The SCHS Finance team is available to assist students through the financial aid and student accounts process. Students are encouraged to contact the Financial Aid Office for personalized Financial Aid Counseling sessions. Finance contact information is as follows:

AMY POZZA, CHIEF FINANCIAL OFFICER (CFO) EMAIL: AMY_POZZA@BSHSI.ORG	
FINANCIAL AID OFFICE	BUSINESS OFFICE (STUDENT ACCOUNTS)
Email: bsr-confinancial@bshsi.org	Email: SCHSBilling@bshsi.org
Kelley Florian, Director of Financial Aid Phone: (804) 627-5350 Email: kelley_florian@bshsi.org	Faith Taylor, Director of Finance Email: faith_taylor@bshsi.org
Helen (Page) Robbins, Financial Aid Specialist Phone: (804) 765-6746 Email: helenpage_robbins@bshsi.org	Margaret (Meg) McCarter, Bursar Phone: (804) 765-5801 Email: margaret_mccarter@bshsi.org
Kathy Welsh, Financial Aid Counselor Phone: (804) 653-6047 Email: kathy_welsh@bshsi.org	Melanie Arcibal, Senior Accountant Phone: (804) 627-5385 Email: melanie_arcibal@bshsi.org

Finance Timeline of Events & Student Checklist

Timeline	Event	Contact / Website Information
90 days prior to the start of the Semester or Term (Module)	Submit FAFSA (if applicable)	https://studentaid.gov/h/apply-for-aid/fafsa
60 days prior to the start of the Semester or Term (Module)	Schedule a Financial Aid Counseling Session with the Financial Aid Specialist or Counselor	Helen (Page) Robbins — Financial Aid Specialist helenpage_robbins@bshsi.org Kathy Welsh – Financial Aid Counselor kathy_welsh@bshsi.org
45 days prior to the start of the Semester or Term (Module)	BSMH associates participating in the BSMH Guild Tuition Benefits program need to submit a one-time application on the BSMH Guild Platform	https://bsmh.guildeeducation.com/partner
30 days prior to the start of the Semester or Term (Module)	Submit / Review Direct Deposit Form / information	Margaret (Meg) McCarter — Bursar SCHSBilling@bshsi.org https://www.schs.edu/sites/default/files/assets/images/12.9.22_SCHS%20Direct%20Deposit%20Form-Template%20for%20Refund.pdf
	Submit Third-Party Payor Form (if applicable)	Margaret (Meg) McCarter — Bursar SCHSBilling@bshsi.org https://www.schs.edu/sites/default/files/assets/images/Third%20Party%20Authorization%20for%20Billing_SCHS_4.5.23.pdf
	Submit Outside Scholarship Form (if applicable)	Margaret (Meg) McCarter — Bursar SCHSBilling@bshsi.org https://www.schs.edu/sites/default/files/assets/images/Outside%20Scholarship%20Form_SCHS_4.5.23_0.pdf
	Submit Title IV Credit Balance Authorization Form (if applicable)	Margaret (Meg) McCarter — Bursar SCHSBilling@bshsi.org https://www.schs.edu/sites/default/files/assets/images/Title%20IV%20Credit%20Balance%20Authorization%20Form.pdf
	Submit Request to Borrow Less Than Maximum Aid Form (if applicable)	Bsr-confinancaill@bshsi.org https://www.schs.edu/sites/default/files/assets/images/Request%20to%20Borrow%20Less%20than%20Maximum%20Federal%20Student%20Loans.pdf
	Review / Update Student Contact Information (if applicable)	CampusNexus — Student Portal Ryan Stiles — Director of Records & Registration
	Submit FERPA release (if applicable)	CampusNexus — Student Portal
	Order Books with Book Voucher	https://schs.ecampus.com/
	Approve Financial Aid Package (if applicable)	CampusNexus — Student Portal
	Review Registration Bill	CampusNexus — Student Portal
Friday before applicable Semester or Term (Module) begins	Submit Student Payment	CampusNexus — Student Portal

Definitions

Academic Year — is the period of time generally measured for the Radiologic Technology (RAD), and Diagnostic Medical Sonography (DMS) programs as the fall (16 weeks) and spring (16 weeks) Semesters, a total of thirty-two (32) weeks. For the Nursing (curriculum effective Fall 2023 forward) is the period of time that consists of four (4) non-standard 8-week Terms (Modules), which is inclusive of the final examination period, which is a total of thirty-two (32) weeks.

Add/Drop Period — is the period of time, generally measured as the start of each Semester or Term (Module) through 11:59 p.m. on the tenth (10th) calendar day of each Semester or Term (Module) in which students have the capability to add, or drop, courses from enrollment without financial penalty.

Administrative Capability — is how SCHS provides reassurance to the U.S. Department of Education (ED) that it is capable of administering Title IV Financial Aid funds with regards to requirements listed in 34 CFR § 668.16.

Book Voucher — is a voucher that is issued to students in conjunction with SCHS' online bookstore so that students have a financial resource to purchase books required by the academic program in advance of the applicable Semester or Term (Module) and prior to disbursement of Title IV Financial Aid funds in accordance with ADM 4.06 Book Voucher policy.

Bursar — is the person responsible for the administration of Student Accounts, which includes, but is not limited to assessing Tuition and Fees, posting of Financial Aid to the Student Ledger Card, and collection of payment on Student Accounts.

Business Office — collectively refers to the Director of Finance, Bursar, and Senior Accountant, who are responsible for the timely and accurately reporting of financial transactions, which include, but are not limited to, Student Accounts.

Central Processing System (CPS) — is replaced by FAFSA Processing Center (FPS) effective 2024-25.

Cost of Attendance (COA) — is the anticipated cost that a student may incur during an Academic Year to attend college. COA is required by Title IV Regulations and is used to determine a student's eligibility for Title IV Financial Aid. COA typically includes costs for Tuition and Fees, books, course materials, supplies & equipment, living expenses, transportation, personal and professional credential (i.e., NCLEX, AART, ARDMS) expenses. Books, course materials, supplies & expenses refer to textbooks, other school supplies, uniform(s), laptop computer (bundle), printer, academic program supplies, immunizations, criminal background check, drug screen, CPR certification, and shoes. Living expenses refer to (generally) the cost of housing, internet

expense and three (3) meals per day. Transportation expense refers to (generally) the cost associated for a student to travel to/from home, SCHS campus and place of employment. Personal expenses refer to clothes and entertainment. COA does not reflect the actual charges that a student will incur. COA is published annually in the SCHS College Catalog and on the website.

Credit Balance — is created when payments or Financial Aid applied to a Student Account exceeds charges for Tuition and Fees (or Other Charges) during a specific Semester or Term (Module).

Credits Attempted — is the number of credits related to a course for which the student remains enrolled after the Add/Drop Period has ended, regardless of completion or success within the course.

Credits Earned — is the number of credits related to a course for which the student remained enrolled after the Add/Drop Period and completed with a passing grade of "C", "P" or higher.

Cumulative Grade Point Average (GPA) — refers to overall GPA which includes dividing the number of quality points earned by Credits Attempted, as further defined in ACA 3.06 College Grading System.

Date of Determination (DOD) — as determined by the Director of Records and Registration and recorded in the Student Information System (SIS) as the date which the Director of Records and Registration receives written communication from the student or electronic notification via the SIS that the student has dropped/withdrawn from a course(s) or permanently resigned from SCHS. The DOD that a student withdrew should be no more than fourteen (14) calendar days after the student's LDA as determined by the institutions records within the SIS.

Dependency Status — refers to a student's status in relation to receiving Title IV Financial Aid. If a student is Dependent, the parent's financial information will be submitted on the FAFSA. This is not required of an Independent student. Federal Direct Loan annual and aggregate loan limits are subject to Dependency Status.

Enrollment Intensity — is the percentage of Full-Time enrollment for which the student is enrolled, rounded to the nearest whole percent, in any given Semester or Term (Module). SCHS considers Full-Time enrollment as twelve (12+) or more credits per Semester, or six (6+) or more credits per Term (Module). Beginning with the 2024-25 Academic Year, Enrollment Intensity (not Enrollment Status) is used in the calculation of a student's Federal Pell Grant award. Enrollment Intensity only applies to Federal Pell Grant eligibility.

Enrollment Status — is indicative of how many credits a student is enrolled in during a Semester or Term (Module). Enrollment Status for Semester is Full-Time (12+ credits), Three-Quarter Time (9-11 credits), Half-Time (6-8 credits) and Less Than Half-Time (less than 6 credits). Enrollment Status for Term (Module) is Full-Time (6+ credits), Three-Quarter Time (5 credits), Half-Time (3-4 credits) and Less Than Half-Time (less than 3 credits).

Entrance Counseling — is an electronic counseling session that includes borrowing information such as loan terms and conditions, debt management strategies, repayment obligations, etc. Entrance Counseling is required to be completed by first-time student borrowers prior to disbursement of any Federal Direct Loan funds.

Exit Counseling — is an electronic counseling session with emphasis on repayment requirements and debt management strategies. Exit Counseling information is provided to student borrowers who fall below Half-Time Enrollment Status or upon graduation.

Expected Family Contribution (EFC) — is replaced by Student Aid Index (SAI) effective 2024-25.

FAFSA Processing System (FPS) — is the U.S. Department of Education's (ED) application data processing center. FPS processes information from the Free Application for Federal Student Aid (FAFSA) and produces two (2) reports: FAFSA Submission Summary (FSS) which is distributed to students and Institutional Student Information Record (ISIR) distributed to institutions (SCHS). FPS replaces Central Processing System (CPS) beginning with the 2024-25 Academic Year in accordance with the FAFSA Simplification and/or FUTURE Acts, as amended.

FAFSA Submission Summary (FSS) — is a summary of information from the student's FAFSA submission. The student receives a FSS, and the institution (SCHS) receives an Institutional Student Information Record (ISIR). FSSs and ISIRs contain the same information in different formats. FSS replaces the Student Aid Record (SAR) beginning with the 2024-25 Academic Year in accordance with the FAFSA Simplification and FUTURE Acts, as amended.

Federal Direct Parent PLUS Loan — is a loan in which the parent of a dependent, undergraduate student is the borrower to help pay for a child/student's COA. Federal Direct Parent PLUS Loans are authorized by Title IV of the Higher Education Act of 1965, as amended.

Federal Direct Subsidized Loan — is a loan for students who demonstrate financial Need in which an interest subsidy is provided, meaning interest does not accrue on the principal amount of the loan until the student completes his/her academic program. Academic Year 2024–25 Annual and Aggregate Federal Direct Subsidized and Unsubsidized Loan Limits are provided in the table on page 55.

Federal Direct Subsidized Loans are authorized by Title IV of the Higher Education Act of 1965, as amended.

Federal Direct Unsubsidized Loan — is a loan for students that is not based on financial Need and does not provide any interest subsidy. Academic Year 2024–25 Annual and Aggregate Federal Direct Subsidized and Unsubsidized Loan Limits are provided in the table below. Federal Direct Unsubsidized Loans are authorized by Title IV of the Higher Education Act of 1965, as amended.

Federal Pell Grant — is a federal grant that provides Need-based funds to low-income undergraduate and certain post-baccalaureate students to promote access to postsecondary education. Beginning with the 2024–25 Academic Year in accordance with the FAFSA Simplification and/or FUTURE Acts, as amended, students may qualify for a Federal Pell Grant in one (1) of three (3) ways: 1. Maximum Pell Grant (Max Pell), 2. Minimum Pell Grant (Min Pell), or 3. Calculated Federal Pell Grant. Federal Pell Grant award amounts are dependent on the student's SAI, COA, Enrollment Intensity, and whether the student attends for a full Academic Year or less. The 2024–25 Maximum Pell Grant is \$7,395. Year-Round-Pell is offered to students who meet certain eligibility requirements.

Financial Aid — is any source of financial funding to defer a student's Cost of Attendance (COA). Examples of Financial Aid may include, but are not limited to, Title IV Financial Aid (Federal Pell Grant, and Federal Direct Loans (Subsidized, Unsubsidized, and Parent PLUS), Scholarships, Third Party Payors, etc.

Financial Aid Appeal — is the process by which students who fail to meet any of the SAP requirements and are placed on Financial Aid Suspension may petition the Financial Aid Office for reconsideration of the students' eligibility to access Title IV Financial Aid.

Financial Aid Office — collectively refers to the Director of Financial Aid, Financial Aid Specialist and Financial Aid Counselor, who are responsible for the timely and accurate awarding, scheduling, and reconciliation of Financial Aid.

Financial Aid Probation — is the status assigned to students who have submitted a Financial Aid Appeal and the Student Financial Aid Appeal Committee has rendered a decision to approve the appeal and reinstate the student's Title IV Financial Aid eligibility for one (1) Semester or Term (Module).

Financial Aid Status — is a status assigned with respect to students' eligibility to access Title IV Financial Aid. Financial Aid Statuses include Financial Aid Warning, Financial Aid Suspension and Financial Aid Probation.

Financial Aid Suspension — is the status assigned to students who have been placed on Financial Aid Warning and fail to meet SAP requirements in the subsequent

Semester or Term (Module). Students placed on Financial Aid Suspension are not eligible to receive Title IV Financial Aid.

Financial Aid Warning — is a status assigned to a student who does not achieve a minimum cumulative GPA of 2.0 in all coursework or does not complete 67% of all Attempted Credits for a time period not to exceed one Semester or Term (Module).

Financial Refund — denotes that some form of payment has taken place between the student (or related party initiated by or on the behalf of the student) and SCHS for which a subsequent event occurs that results in the payment being returned to the student (or related party), as further defined in ADM 5.01 Financial Refund policy.

Free Application for Federal Student Aid (FAFSA) — is an application completed by students (and parents) to apply for federal student aid. The 2024-25 FAFSA Simplification and FUTURE Acts significantly changed the application.

Grade Level — is a component of the FAFSA and is directly related to the amount of Federal Direct Loans that a student can borrow. Grade Level 1 (Freshman) is 0-29 Credits Earned. Grade Level 2 (Sophomore) is 30-59+ Credits Earned. SCHS does not currently offer any programs beyond Grade Level 2. The Academic Classification table is located on page 16 of the College Catalog.

Institutional Eligibility — refers to the establishment and maintenance of eligibility of an institution (SCHS) to be permitted to administer Title IV Programs as established in 34 CFR § 668.16.

Institutional Student Information Record (ISIR) — is a summary of information from the student's FAFSA submitted to SCHS. ISIRs and FSSs contain the same information in different formats.

Last Date of Attendance (LDA) — as determined by the Director of Records and Registration and recorded in the Student Information System (SIS), is the last date of an academically-related activity in a course, such as attendance in a course, or completion and submission of a course assignment, exam, tutorial, clinical experience, skills lab, or simulation experience.

Master Promissory Note (MPN) — is a legal document completed by the student that is a promise to repay any loan(s) and accrued interest and fees to the U.S. Department of Education (ED). The MPN lists and explains the terms and conditions of the loan and the borrower's rights and responsibilities.

Maximum Time Frame — is the measurement of maximum time, measured in credit hours (credits) that cannot exceed 150% of the published program length. SCHS' Maximum Time Frame by program is as follows: Nursing (curriculum effective Fall 2023) 103 credits (69 credits * 150%), Radiologic

Technology 124 credits (83 credits * 150%) and Diagnostic Medical Sonography 100 credits (67 credits * 150%).

Need — Need, sometimes referred to as Financial Need, is determined by Title IV Regulations as a student's COA less SAI. Need is the basis on which many Financial Aid awards are based.

Post-Withdrawal Disbursement — is a disbursement of earned (i.e., eligible) Title IV Federal Financial Aid that made after a student withdrawal.

Professional Judgement — is a provision of law under Title IV – Higher Education Act of 1965, as amended, that allows Financial Aid administrators to make adjustments to Financial Aid eligibility based on a student's special circumstance(s). Professional Judgement is categorized into 1) Special Circumstances in which a financial situation (i.e., loss of a job) justifies the Financial Aid administrator to adjust certain elements in the COA or SAI calculation and 2) Unusual Circumstances in which a condition exists that justifies the Financial Aid administrator to adjust a student's dependency status (from dependent to independent) based on unique situations (i.e. human trafficking, refugee or asylee status, parental abandonment, incarceration, etc.), which is commonly referred to as a dependency override. Instances of Professional Judgement are rare and additional documentation is required.

Registration Bill — is the preliminary, or anticipated, financial transactions that are pending or scheduled that relate to a particular student and are specific to a particular Semester or Term (Module). The Registration Bill is comprised of three (3) sections (i) Charges, (ii) Financial Aid and (iii) Payments.

School Certifying Official (SCO) — is a representative of an educational institution or training establishment who is authorized to submit enrollment certification to DVA (U.S. Department of Veterans Affairs) for Veteran Affairs education benefits. Kelley Florian, Director of Financial Aid, is SCHS' SCO.

Semester — is the standard measurement used to group weeks of instructional time in the academic year. Specific to the Radiologic Technology (RAD) and Diagnostic Medical Sonography (DMS) programs, Semester is a period of enrollment and includes fall (16 weeks), spring (16 weeks), and summer (15 weeks). For Title IV purposes, a Semester also denotes a Payment Period.

Standard Period of Non-Enrollment (SPN) — is a leave of absence from SCHS enrollment not to exceed two (2) consecutive Semesters or Terms (Modules) as further defined by ADM 3.07 Leave of Absence or Permanent Resignation from the College policy.

Student Accounts — collectively refers to a student specific record of all pending, scheduled or posted financial transactions over the duration of program enrollment.

Student Accounts generally refers to transactions contained within the Registration Bill (generally pending or anticipated transactions) and Student Ledger Card (posted transactions). Further information can be obtained in ADM 4.04 Student Accounts policy.

Student Aid Index (SAI) — is an eligibility index number that is used to determine the financial resources available to contribute to a student's postsecondary education expense. SAI is calculated by the U.S. Department of Education (ED) FAFSA Processing System (FPS) based on formulas that are established by law. SAI is calculated from information submitted in the Free Application for Federal Student Aid (FAFSA), and federal tax information (FTI) that is retrieved directly from the Internal Revenue Service (IRS). SAI is reported to the student on the FAFSA Submission Summary (FSS) and to SCHS via the Institutional Student Information Record (ISIR). SCHS uses the SAI, among other information, to determine Financial Aid eligibility and the amount for such award(s). SAI is not the amount of money that a student (or family) will, or is expected to, pay, nor is it the amount of Financial Aid that a student will receive. SAI replaces Expected Family Contribution (EFC) beginning with the 2024-25 Academic Year in accordance with the FAFSA Simplification and/or FUTURE Acts, as amended. Unlike EFC, SAI may be a negative number, as low as (\$1,500).

Student Aid Report (SAR) — is replaced by FAFSA Submission Summary (FSS) effective 2024-25.

Student Financial Aid Appeal Committee — is the committee tasked with reviewing and rendering a decision on a student's Financial Aid Appeal. The committee is comprised of no less than three (3) SCHS associates, of which no less than two (2) must be SCHS Financial Aid Office associates. The remaining associates are selected by the Director of Financial Aid.

Student Information System (SIS) — is the information system used to manage and/or administer student data including, but not limited to, application, admission, registration, Financial Aid, Student Accounts, academic records, etc.

Student Ledger Card — collectively refers to student specific records of all final (posted) financial transactions that occur over the duration of all Semesters or Terms (Modules), over program enrollment.

Term (Module) — specific to the Nursing curriculum effective Fall 2023, a Term (Module) is an eight (8) week period of enrollment and instructional time. For Title IV purposes, a Term (Module) also denotes a Payment Period.

Third-Party Payor — is an entity that remits payment to SCHS on behalf of a student. Examples of a Third-Party Payor include, but are not limited to, VA529 Plans, Veteran Affairs, employer provided tuition benefit plans such as EdAssist, UPS, Bon Secours Mercy Health (BSMH) Tuition Benefits, etc.

Title IV Credit Balance — is a negative (credit) balance that occurs when there is an excess of Title IV Funds when applied to Tuition and Fees (or Other Charges) assessed to the Student Account within a Semester or Term (Module).

Title IV Financial Aid — is federal financial aid authorized by Title IV of the Higher Education Act of 1965, as amended. Title IV Financial Aid programs that SCHS participates in includes Federal Pell Grant, and Federal Direct Loans (Subsidized, Unsubsidized and Parent PLUS).

Title IV Regulations — are requirements imposed under Title IV of the Higher Education Act of 1965, as amended, that institutions must comply with to participate in Title IV programs. Title IV Regulations generally include those found in 34 CFR 668-690 and include the FAFSA Simplification and FUTURE Acts.

Tuition and Fees — are charges incurred for academic instruction (Tuition) and other fees related to student learning resources, technology, White Coat ceremony (when applicable), campus activities, student benefit funds and graduation activities (Fees).

Verification — is the process by which an applicant's FAFSA information is selected by FPS or SCHS to be verified as accurate (true and complete within certain parameters) or inaccurate, as further defined by ADM 4.03 Federal Financial Aid Verification and Conflicting Data policy.

Annual Federal Direct Loan Limits

DEPENDENT STUDENTS (EXCLUDING STUDENTS WHOSE PARENTS CANNOT OBTAIN A FEDERAL DIRECT PARENT PLUS LOAN)	ANNUAL BASE AMOUNT MAY BE ALL SUBSIDIZED, ALL UNSUBSIDIZED OR A COMBINATION OF BOTH	ANNUAL UNSUBSIDIZED AMOUNT, ABOVE BASE AMOUNT	ANNUAL LOAN LIMIT
GL 1: Freshman undergraduate (0-29 credits)	\$3,500	\$2,000	\$5,500
GL 2: Sophomore undergraduate (30+ credits)	\$4,500	\$2,000	\$6,500
INDEPENDENT STUDENTS (AND DEPENDENT STUDENTS WHOSE PARENTS CANNOT OBTAIN A FEDERAL DIRECT PARENT PLUS LOAN)	ANNUAL BASE AMOUNT MAY BE ALL SUBSIDIZED, ALL UNSUBSIDIZED OR A COMBINATION OF BOTH	ANNUAL UNSUBSIDIZED AMOUNT, ABOVE BASE AMOUNT	ANNUAL LOAN LIMIT
GL 1: Freshman undergraduate (0-29 credits)	\$3,500	\$6,000	\$9,500
GL 2: Sophomore undergraduate (30+ credits)	\$4,500	\$6,000	\$10,500

Aggregate Federal Direct Loan Limits

	FEDERAL DIRECT SUBSIDIZED LOANS	FEDERAL DIRECT COMBINED LOANS (SUBSIDIZED & UNSUBSIDIZED)
Dependent Students (excluding students whose parents cannot obtain a Federal Direct Parent PLUS Loan)	\$23,000	\$31,000
Independent Students (and Dependent students whose parents cannot obtain a Federal Direct Parent PLUS Loan)	\$23,000	\$57,500

Scholarships

Lettie Pate Whitehead Foundation Scholarship:

The Lettie Pate Whitehead Foundation is a need-based charity dedicated to the support of Christian women in nine southeastern states. Eligible students must be enrolled in the Nursing program, female, embrace a Christian faith and reside in one of the following Southern states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia.

Joan Pollard Scholarship:

The Joan Pollard Scholarship is funded in memory of Joan Brooker Pollard who began her career as a teacher at two local schools where she later became a librarian. In 1985, she was hired as the medical librarian at Southside Regional Medical Center and continued to work at Southside College of Health Sciences until her passing in 2021. She cherished the relationships with her students during her career and she always enjoyed hearing from her past students and co-workers. Mrs. Pollard was a woman of great character with a warm spirit, smile and jazzy style! Ms. Pollard is also renowned for her dedication to community service and is

regarded as a pillar in the Petersburg community. Eligible students must be enrolled in any one of the SCHS academic programs, in good academic standing (meeting all SAP requirements) and intend to work in the Tri-City area after graduation.

Criteria:

The scholarship amount will be based on the amount in the fund at the time of awarding. The scholarship will be awarded to an applicant that meets all the following eligibility requirements.

Eligibility Requirements:

1. Applicants must have successfully completed two (2) Semesters or four (4) Terms (Modules) within their program at SCHS.
2. Applicants must complete and provide proof of two community services while enrolled at SCHS.
3. Applicants must complete and submit an essay.
4. Programmatic cumulative grade point average (GPA) will be considered. 5. Recommendations from program director, faculty, and clinical preceptors will be considered.

Essay Specifications:

Two pages typed following APA guidelines. The essay must describe the following:

1. What important knowledge have you gained specific to your nursing/radiologic technology/sonography program.
2. A clinical experience that has allowed you to utilize the knowledge you have gained from your program.
3. Community service projects of your choosing, how they relate to your profession, and what you gained from them.

Brenda Woodcock Scholarship:

The Brenda Woodcock Scholarship is established to honor Ms. Woodcock's nursing career and affiliation with Southside Medical Center and Southside College of Health Sciences. This scholarship also honors Ms. Woodcock's daughter, who successfully graduated from the AASN program in 2023.

Eligibility Requirements:

1. Enrollment in the AASN program
2. Cumulative GPA of 3.0 or higher
3. Demonstrated Financial Need
4. Exemplifies the Mission and Vision of Bon Secours.
5. Demonstrates a desire for leadership
6. Exhibits characteristics such as good communication, teamwork, positive attitude, resiliency, plans for future education, compassion, honesty and integrity.

The Virginia Omega Chapter of Lambda Nu Student Scholarship:

May be awarded to a RAD or DMS student who meets all the following eligibility requirements. This scholarship will go to Financial Aid to be awarded towards spring Semester tuition.

Eligibility Requirements:

1. Programmatic cumulative grade point average (GPA) will be considered.
2. Recommendations from program director, faculty, and clinical preceptors will be considered.
3. Applicants must be an active student member of the Virginia Omega Chapter of the National Honor Society of Lambda Nu.
4. Applicants must complete and submit an essay as an email attachment to Mrs. Becki Keith — Rebecca_Keith@bshsi.org before September 26, 2024.

Essay Specifications:

Two pages typed, double-spaced, 12 font in Microsoft Word. The essay must address the following questions:

1. What does it mean to be a member of a national honor society?
2. What important knowledge have you gained specific to radiologic technology/sonography?
3. Provide a clinical experience that allowed you to utilize the knowledge you have gained from this program.

CHAPTER 5

Programs, Academic Policies and Procedures



Admission	58
Readmission.....	58
Pre-requisites and Co-requisites	59
Course Descriptions.....	59
Attendance.....	61
Enrollment Agreement	61
Clinical Compliance.....	61
Confidentiality	62
Dress Code	62
Academic Progression.....	62
Diagnostic Medical Sonography	63
Nursing	67
Radiologic Technology	76

Admission

To be eligible for admission to the College, the application and all required material must be received in the Office of Admissions by the deadlines published on the College web site. Qualified applicants are considered for admission without regard to race, color, religion, age, marital status, national origin, gender, sexual orientation, military veteran status or disability. Applicants must comply with policy ACA 1.02 — essential technical standards.

Admission into the programs of the College is competitive. An applicant who meets all admission requirements is not guaranteed admission to the selected program.

Upon acceptance to a program of the College, students must meet any additional requirements (e.g., passing a criminal background check); otherwise, the applicant/student will have their offer of admission rescinded or the student will be dismissed from the program.

Admission Process:

- Application Review
 - Completed application.
 - A non-refundable \$75 application fee.
 - Official transcripts from high school or GED documentation.
 - Official transcripts from all post-secondary education (colleges/universities).
- Following acceptance, applicants must complete a health history, provide evidence of immunizations and/or appropriate titers for measles, mumps, rubella (MMR), and varicella, and verify compliance with technical standards required for the College.

Readmission

A student who has officially withdrawn from the College may reapply. Students who reapply must meet College and programmatic requirements established during his/her absence. Students are not eligible for readmission if they were dismissed or administratively withdrawn from the program as a result of disciplinary actions. Readmitted students must complete the program within 150% of attempted credit hours.

- Submit a completed application for admission.
- Completion of the application form is not a guarantee of readmission.

International Applicants

International applicants seeking admission to the College must have a visit that allows study in the United States (e.g., Green Card). The College is not a Student and Exchange Visitor Program (SEVP) approved institution.

Applicants with Non-U.S. Credentials

The college requires that any non-U.S. transcript or documentation issued be evaluated formally by a National Association of Credential Evaluation services (NACES) agency. A list of NACES approved international transcript evaluation agencies can be found at www.naces.org

Conditional Admission

The College may, at their discretion, grant conditional admission to accepted candidates. Conditional admission candidates must have all application materials submitted by the stated deadlines. The Admission office will communicate the terms of admission in the conditional admission acceptance letter they send to the applicant.

General Admission Requirements

1. Must be 18 years of age or older by the first day of class.
2. Submit the application with the application fee.
3. Submit official transcripts for all high school/GED and college courses. Transcripts MUST be in English and bear the official school stamp/seal.
4. Each program has additional admission requirements. Please see the program sections included in this catalog.

Entrance Testing

Programs at SCHS may require entrance testing as part of the admission requirements. These standardized tests are basic skill level assessments which compare candidates' Reading, Math, Science and English and Language Usage scores against national averages. The programmatic admission criteria in this section state whether testing is required. An entrance test may be taken twice per admission cycle.

Selection Process

Admission is competitive, offered on a space available basis for the top-ranked candidates. Qualified applicants are reviewed according to the following:

Nursing	Radiologic Technology	Diagnostic Medical Sonography
	Pre-requisite course GPA	Pre-requisite course GPA
Co-requisites completed	Co-requisites completed	Education
		Personal interview
Education/health care experience	Education/health care experience	Health care licensure/certification, or direct patient care hours
	Essay submission	Essay submission

Meeting all admission requirements is not a guarantee of admission into a program. The College retains the right to immediately dismiss any applicant who has falsified their application. Admission may be denied if the drug screen is positive, if the applicant misses any deadline established by the College, or if the applicant has a prior conviction that would disqualify him or her from clinical rotations. Applicants will be notified of an admission decision within 45 days following the application deadline. Applicants may be provisionally accepted per current enrollment of their pre-requisite courses. Successful completion of pre-requisites and official transcripts are required for formal acceptance.

Pre-requisite and Co-requisite Course Completion

Admission to SCHS programs is contingent upon the completion of pre-requisite courses. Program-specific pre-requisite requirements can be found online at www.schs.edu. The application for admission may be submitted before the pre-requisite courses are completed; however, applicants must successfully complete pre-requisite courses PRIOR to final acceptance into the designated program. Grade point average (GPA) calculation for selection purposes will be based on the highest grade achieved by the programmatic admission deadline.

Pre-requisites and co-requisites (general education courses) appear on SCHS transcripts as transfer courses. Pre-requisite College courses and courses considered for transfer credit must appear on transcripts from colleges and universities whose accreditation is recognized by the United States Department of Education or the Council for Higher Education Accreditation (CHEA). Transfer credits are not included in the computation of a student's SCHS grade point average (GPA). The College does not accept credit for experiential learning unless it has resulted in recognized health care licensure or certification. Pass/fail courses will meet the admission requirement and will be recorded with no value in the GPA. Developmental courses will not meet transfer credit requirements.

In addition to official transcripts, course descriptions and/or syllabi may be requested by the Admissions Manager to evaluate pre-requisite courses. Transfer credits will be evaluated and accepted only on evidence that the course

content and instruction meet the requirements. The College requires that any non-US transcript or documentation issued be evaluated formally by a National Association of Credential Evaluation Services (NACES) agency. A list of NACES approved international transcript evaluation agencies can be found at www.naces.org. Each program specifies the minimum grade required in pre-requisite and co-requisite courses for admission.

Curriculum co-requisites must be completed by the end of the enrolled term that the course is required. An official transcript must be submitted to the Registrar on or before validation day. If not received by validation day, then the student will be unregistered from their term course(s). The academic calendar should be referenced for term validation dates and the catalog for program curriculum for sequence of co-requisites. The transfer course listing is available on the College website at www.schs.edu. The courses listed are most frequently transferred from other post-secondary institutions, but it is not a comprehensive listing. For additional information, reference Policy ACA 3.01 Pre-requisites and Co-requisites.

Course Descriptions

Course pre-requisites and co-requisites affirm requirements for student entry into courses and reflect necessary preparation for attempting courses. Course pre-requisites are those requirements which must be completed prior to taking a course or enrolling in the program. Course co-requisites are those requirements which must be completed prior to or during the same semester as the course with which it is identified as a co-requisite.

Essential Technical Standards

1. Cognitive Abilities:	To successfully complete learning objectives, follow course syllabi, assignment directions, and any actions developed by faculty and administration in the program.
Examples:	Measure, calculate, reason, analyze, integrate, and synthesize complex information and demonstrate acquired knowledge in a timely manner.
	Retrieve and critically appraise patient related research.
	Develop, implement, and evaluate a plan of care.
	Utilize principles of quality and safety to achieve optimal patient outcomes.
	Demonstrate behaviors and decision making that reflect honesty, integrity, and ethical principles.
	Translate research and evidence-based practice into plans of care.
2. Motor Abilities:	Perform gross and fine motor movements required to provide care.
Examples:	Turn, transfer, transport, and ambulate patients with or without a lift team or assistive devices.
	Physical requirements to be able to lift, carry, push, pull up to 50 lbs.
	Manipulation of diagnostic instruments and life support devices, and calibration of equipment.
	Tactile ability sufficient to assess texture, shape, size, turgor, temperature, and vibration.
	Physical ability to implement emergency interventions such as cardiopulmonary resuscitation and application of pressure to stop bleeding.
	Must have sufficient stamina to sit, stand, and move within the classroom, labs, units and community settings for periods of time as long as ten hours at a time.
3. Sensory Abilities:	Possess auditory, visual, and olfactory abilities required to provide care.
Examples:	Visual acuity to be able to read gauges that monitor patient physiological status.
	Visual ability sufficient for observation of patient behavior.
	Hearing abilities to hear cries for help, alarms, and auditory signals from technical equipment.
	Olfactory ability to smell smoke or other smells (such as chemicals) indicative of environmental danger.
4. Communication Abilities:	Communicate effectively and sensitively with patients, families and others responsible for health care.
Examples:	Hearing ability to actively listen to patients, families, and others responsible for health care.
	Ability to explain procedures, conduct health teaching.
	Speaking ability to hold conversations with patient families and others responsible for health care.
	Ability to elicit information, describe changes in status, and provide an accurate report of patient information to other health care providers and members of the health care team.
	Utilizes verbal and nonverbal communication effectively and sensitively with others.
	Written communications are clear and written for the necessary level of the reader.
5. Behavioral Abilities:	Establish and maintain appropriate professional relationships and demonstrate emotional intelligence in the academic and clinical settings in accordance with the Mission, Values and Operating Principles of Bon Secours Mercy Health, Code of Conduct.
Examples:	Function effectively under stress and adapt to changing environments inherent in clinical practice.
	Demonstrate composed emotional affect when interacting with patients, dealing with adverse circumstances, and encountering stressful situations.
	Maintain self-control and demonstrate respect through word and action.
	Demonstrate professional conduct and responsibility with accountability, responding promptly and courteously to inquiries and requests.
	Demonstrate compassion, cultural competence with groups from diverse backgrounds.
	Conform to all requirements set forth by SCHS health care agency's affiliation agreements as well as any additional requirements of any clinical setting.
	Work cooperatively with peers, faculty, and members of the health care team, treating others with respect, courtesy, and consideration.
	Maintain confidentiality, protect individual rights of others.

Essential Technical Standards

Essential Technical Standards 1-3	Examples Specific to the Nursing Program.
1 – Cognitive Abilities:	Incorporate ethical reasoning into critical thinking and clinical judgments.
	Perform mathematical functions to include: calculate dosages of medication, intake and output, and fluid replacement.
	Demonstrate expected level of clinical judgment and reasoning to respond to changing circumstances and emergencies.
2 – Motor Abilities	Administer medications and parenteral therapy, insert intravenous catheters.
	Insertion of urinary catheters.
	Palpation and percussion as a component of assessment.
	Physical ability to implement emergency interventions such suctioning of an obstructed airway.
3 – Sensory Abilities	Hearing abilities to auscultate breath sounds, heart sounds, and bowel sounds with a stethoscope as a component of assessment.
	Olfactory abilities to discern odors such as purulent wounds, or body odors as a component of assessment.
	Visual acuity to employ inspection skills such as changes in skin and nail color, and color of drainage as a component of assessment.

Attendance

In order to meet course objectives and achieve academic success, regular attendance is necessary. Absences can affect course grades and academic standing or progress. However, it is recognized that occasional absences may be necessary. The student is responsible for all material presented during the absence, which includes examinations. Make-up for clinical/lab competencies is per the individual program's policy. Students should refer to their programmatic student handbook on the policy regarding clinical/lab absences.

The instructor will notify the Registrar Specialist of students who have not attended at least once during the first week of class. The student will be dropped from their course(s) and will be reported as "never attended". Thereafter, if the student is not academically engaged in the enrolled course during the first ten (10) consecutive days of the semester, the student will be dropped from the course. The last date of attendance will be considered to be the last time/date that a student had an academically related activity (projects, clinical, examinations, etc.). Attendance will be documented in the student information system. Instructors have the option of imposing additional restrictions regarding attendance or setting additional expectations of the student in the classroom and/or lab. For additional information, reference Policy ADM 2.09 College Attendance Policy.

Enrollment Agreement

Following acceptance into the program of choice, each student will sign an SCHS Enrollment Agreement through the student information system. The enrollment information includes, but is not limited to; fees charged, refund policies, student cancellation of enrollment, withdrawal, dismissal or termination of students, and length of program. A new enrollment agreement must be completed in the event the student delays their start, changes the program of enrollment, or drops from the program and re-enrolls at a later date.

Clinical Compliance

SCHS contracts with clinical agencies for practicum courses and many require the College to provide various student documentation before they will allow students access to the clinical setting. Students must submit all documentation requirements in a timely manner, as specified by the College. Some requirements require annual/biennial updates. The information provided to the College may be shared with the clinical agencies in which the student has been assigned practicum experience. In addition, students must adhere to clinical agencies' policies and procedures that govern practice to protect patient safety. For additional information, reference Policy ACA 1.03 Student Compliance Requirements.

Confidentiality

Maintaining confidentiality is an important aspect of professional behavior, and includes concepts related to ethics and law. It is essential that the health care professional carefully protects information of a sensitive and private nature. Students will have access to health information of patients encountered during clinical experiences. This privilege requires that students maintain the privacy and confidentiality of all patients. The Health Insurance Portability and Accountability Act (HIPAA) mandates regulations designed to ensure patient privacy that all health care providers must follow. Students must comply with HIPAA regulations and all procedures developed for its implementation. Violation of HIPAA will result in disciplinary action, up to and including dismissal from the program and College.

- All medical information/records/reports regarding a client are confidential. This information will not be given to other individuals unless proper authorization is obtained.
- It is not appropriate to discuss or reveal any client's treatment and care in public places or with individuals who have not been directly involved in the care of the client or who have no reason to know.
- Information gained in the course of a professional relationship is not to be used for personal gain or disclosed to competitors, suppliers, contractors, family members or other associates.
- All computer system access codes and passwords that have been assigned are confidential. Access codes are not to be disclosed to anyone. The IT department should be contacted immediately if there is a reason to suspect the confidentiality of an access code has been compromised.
- All clients, associates and/or organizational, financial, or clinical information retrieved from any and all computer system(s) is strictly confidential. Any records used by students must have the identifying information obscured. Records may not be reproduced, transmitted, transcribed, or removed from the premises in any form.
- Students must adhere to institution policy concerning confidentiality, especially in relation to information given over the phone about the client and in speaking to reporters or other news media.
- Student must adhere to the specified guidelines while practicing in an area of health care where special mandates concerning confidentiality exist (i.e. psychiatric nursing).
- Students are prohibited from printing electronic patient health information (PHI). Violations of HIPAA regulations, including the printing of PHI, will result in disciplinary action, up to and including immediate dismissal from the program and the College.

The above list should not be considered as all-inclusive. It is understood that the specific hospital policy will be enforced in-regards to confidentiality and breaches thereof.

The College and faculty do not assume responsibility for violations committed by students. Students will be required to read and submit a Confidentiality Agreement prior to participating in clinical rotations. Refusal to sign this agreement will constitute dismissal from SCHS.

Dress Code

All Southside College of Health Sciences' students are expected to follow the dress code policy when they are in any College educational setting. For additional information, reference Policy ACA 1.04 Student Dress Code.

Academic Progression

A student who is enrolled at SCHS is in good academic standing until such time as the student is placed on academic warning or dismissed from the College. A student is placed on academic warning when the student's cumulative GPA falls below 2.0 at the conclusion in any semester of attendance. A student remains on academic warning for one semester of attendance, at the end of which time the student must obtain a minimum cumulative GPA of 2.0. Failure to achieve this GPA results in academic dismissal.

A student is academically dismissed from the College for any of the following reasons:

For DMS and RAD:

- Failure to achieve a 2.0 cumulative GPA while on academic probation.
- Two course failures (grade D or F).
- Any two course withdrawals (grade W).
- Imaging Programs: Withdrawing from all courses within a semester will be counted as one withdrawal on student academic record.
- Any one course failure and any one course withdrawal.
- Failure to complete the enrolled program within the maximum timeframe.

Nursing:

A student who is academically dismissed is not eligible for readmission to the program (ADM 3.11 College Admissions/Readmissions). For additional information, reference Policy ACA 2.02 Academic Progression.



Diagnostic Medical Sonography

The Diagnostic Medical Sonography Program combines didactic and clinical study that enables the graduate to function in the medical community as a Diagnostic Medical Sonographer. The mission of the program is to graduate students with the entry-level employment competence, knowledge, and skills required of a registered diagnostic medical sonographer. Sonographers perform medical imaging using sophisticated ultrasound instrumentation. Coursework in the Associate of Applied Science in Diagnostic Medical Sonography degree program includes effective communication and patient care skills combined with knowledge of physics, human anatomy, physiology, and pathology; all of which are essential skills in obtaining high-quality sonography images. Graduates find employment in hospitals, physician's offices, mobile services, and private clinics. For more information about careers in diagnostic medical sonography, visit the O*NET database of occupational information at <http://www.onetonline.org/link/summary/29-2032.00>.

Classes are admitted annually in January (Spring Semester). The admission deadlines are noted in the Admissions section of this catalog. An Associate of Applied Science in Diagnostic Medical Sonography degree is awarded to those students who have successfully completed 67 credit hours of coursework. This includes 17 hours of general education credits and 50 sonography credits. The program is a four-semester program of full-time study.

Program Outcomes

The program will prepare competent, entry level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

Cognitive

- Obtain, review, and integrate pertinent patient data to facilitate optimum diagnostic results.
- Demonstrate critical thinking skills during the performance of sonographic procedures to provide optimum images.
- Demonstrate the ability to discern sonographic images as they relate to cross-sectional anatomy.

Psychomotor

- Perform sonographic procedures appropriately and accurately record all anatomic and physiologic information for interpretation by a physician.
- Document and present complete and accurate sonographic findings to the interpreting physician in order to facilitate patient diagnosis.
- Operate the sonography equipment to produce diagnostic images.

Affective

- Demonstrate effective communication skills with patients and all members of the healthcare team.
- Provide compassionate patient care and education to promote overall well-being.
- Act in a professional manner within recognized ethical and legal standards.
- Demonstrate a commitment to lifelong learning.

Professional Credentials

Registered Diagnostic Medical Sonographer (RDMS) (subject to passing national certification exam). Upon successful completion of the program, students will be eligible to take the American Registry of Diagnostic Medical Sonographers (ARDMS) examinations in the areas of:

- Sonography Principles & Instrumentation (SPI).
- Abdomen (AB).
- Obstetrics and Gynecology (OB/GYN).

To obtain the RDMS credential, an individual must pass the Sonography Principles and Instrumentation Examination in addition to at least one other specialty exam. For additional information on sonography credentials, please visit the web site for American Registry of Diagnostic Medical Sonographers at www.ardms.org.

The ARDMS may deny an application for certification based on previous criminal or disciplinary matters. If an applicant has questions concerning their eligibility for certification, a Compliance Pre-Application (PDA) is available through the ARDMS. Information obtained from criminal background checks and drug screenings could jeopardize the student's ability to participate in clinical experiences and would result in the inability of the student to complete the program.

Please visit the following link to learn more about the PDA: <https://www.ardms.org/compliance-predetermination-application/>

SCHS is not responsible for gainful employment of its graduates. It is the graduate's responsibility to seek employment opportunities. Graduation from the SCHS Diagnostic Medical Sonography Program does not guarantee employability.

Admission & Prerequisites

The Diagnostic Medical Sonography Program provides educational opportunities without regard to race, color, religion, sex, age, disability, national origin, veteran status, sexual orientation, or any other status or condition protected by applicable laws, provided that an individual's qualifications meet the criteria established for admission to the Diagnostic Medical Sonography Program.

To be eligible for admission to the College, the application and all required material must be received in the Office of Admissions by the deadlines published on the College web site.

Admission Criteria:

- Graduate of an accredited high school or GED (General Equivalency Diploma).
- Completion of one of the following:
A human health career program in one of the following disciplines: Emergency Medical Technician, Medical

Assistant, Nuclear Medicine, Nursing, Nursing Assistant, Phlebotomy, Radiologic Technology, Occupational Therapy, Physical Therapy, Dental Assistant, and/or Surgical Technology. **Proof of completion must be uploaded to the application.**

OR

900 direct patient care hours, verified by supervisor using the form found on admissions requirements website. **This completed form must be uploaded to the application. Additional health care or with direct patient care or evidence of 900 direct patient care hours will be evaluated on an individual basis.**

- Successful completion of the following coursework from an accredited institution with a "C" or better prior to final acceptance into the Diagnostic Medical Sonography program:
 - Algebra or Statistics.
 - College Physics or Radiologic Physics.
 - Human Anatomy & Physiology. (completed within 10 years)
 - English Composition.
 - General or Developmental Psychology.
 - Prerequisite coursework above with a combined 2.5 GPA or better.
 - Attend DMS Information Session.

Candidates meeting minimum application requirements will be invited to an interview with program faculty.

Applicants who are not a U.S. citizen by birth must provide immigration or citizenship documentation. The College does not participate in the SEVIS program.

Admission Process:

- Application Review
 - Completed application.
 - A non-refundable \$75 application fee.
 - Official transcripts from high school or GED documentation.
 - Official transcripts from all post-secondary education (colleges, universities).
 - Documentation of *either* a human health career program or 900 direct patient care hours, verified by supervisor using the form found on the admissions requirements website.

Transfer of Program Credits

Credits from other Diagnostic Medical Sonography programs may be accepted. The transferability of coursework, degrees and credits earned at SCHS is not guaranteed to outside institutions. It is left to the discretion of the receiving institution. For further information about SCHS programs and course offerings, please contact 804.765.5800.

DMS Curriculum Plan

AAS IN DIAGNOSTIC MEDICAL SONOGRAPHY				
SEMESTER I	TOTAL CREDIT HOURS	THEORY HOURS	LAB HOURS	CLINICAL HOURS
DMS 200: Introduction to Sonography	2	30	0	0
DMS 220: Cross Sectional Anatomy	2	30	0	0
DMS 260: Instrumentation I	3	45	0	0
DMS 273: Abdominal & Small Parts Imaging	5	45	60	0
	12	150	60	0
SEMESTER II				
DMS 250: Clinical I	4	0	0	180
DMS 261: Instrumentation II	3	45	0	0
DMS 271: OB/GYN Imaging	5	45	60	0
	12	90	60	180
SEMESTER III				
DMS 272: Introduction to Vascular Sonography	3	30	30	0
DMS 290: Seminar I	2	30	0	0
DMS 240: Advanced Imaging	3	45	0	0
DMS 253: Clinical II	8	0	0	360
	16	105	30	360
SEMESTER IV				
DMS 291: Seminar II	2	30	0	0
DMS 254: Clinical III	8	0	0	360
	10	30	0	360
PREREQUISITE COURSES				
Human Anatomy & Physiology	4	45	45	0
College Algebra or Statistics	3	45	0	0
English Composition	3	45	0	0
College or Radiologic Physics	4	45	45	0
General or Developmental Psychology	3	45	0	0
Totals	67	600	240	900

Diagnostic Medical Sonography (DMS) Course Descriptions

DMS 200: Introduction to Sonography (30 class hours = 2 credits)

Introduces the diagnostic foundations of diagnostic medical sonography, including terminology, scan plane orientations, anatomical relationships, departmental administrative operations, hospital organization, ethical issues, and basic patient care principles.

Prerequisite: Admission to the program.

Co-requisite: DMS 220, DMS 260, DMS 273.

DMS 220: Cross Sectional Anatomy (30 class hours = 2 credits)

Studies sectional anatomy in the transverse, longitudinal and coronal planes, with emphasis on the organs of sonographic interest within the abdominal-pelvic cavity.

Prerequisite: Admission to the program.

Co-requisite: DMS 200, DMS 260, DMS 273.

DMS 240: Advanced Imaging (45 class hours = 3 credits)

Introduces the fundamentals of biopsies and transplantations, neonatal neuro-sonography, and rare and interesting ultrasonic case presentations.

Prerequisite: DMS 271.

Co-requisite: DMS 253, DMS 272, DMS 290.

DMS 250: Clinical Education I (180 clinical hours = 4 credits)

Develops the student's ultrasonic skills in a diagnostic environment; may include on-campus laboratories, private office settings, as well as hospital rotations. Includes experience in abdominal, pelvic and obstetrical and small parts scanning.

Prerequisite: DMS 273.

Co-requisite: DMS 271, DMS 261.

DMS 253: Clinical Education II (360 clinical hours = 8 credits)

Supervised off-campus experience and practice in multidisciplinary areas in diagnostic medical Sonography. Continuous development of ultrasound scanning skills and techniques. Students are required to demonstrate a continuing ability to show progression in the clinical setting.

Prerequisite: DMS 250.

Co-requisite: DMS 240, DMS 272, DMS 290.

DMS 254: Clinical Education III (360 clinical hours = 8 credits)

Continue to develop the student's ultrasonic skills in a diagnostic environment. The students' knowledge and skills will build upon their final clinical experiences. Refines skills necessary to become a competent sonographer.

Prerequisite: DMS 253.

Co-requisite: DMS 291.

DMS 260: Ultrasound Instrumentation I (45 class hours = 3 credits)

Discusses and solves mathematical problems associated with human tissue, basic instrumentation and scanning technology.

Prerequisite: Admission to the program.

Co-requisite: DMS 200, DMS 220, DMS 273.

DMS 261: Ultrasound Instrumentation II (45 class hours = 3 credits)

Focuses on areas of ultrasonic instrumentation, image artifacts, biologic effects, quality control, as well as Doppler principles and applications, and basic types of equipment through lecture.

Prerequisite: DMS 260.

Co-requisite: DMS 271, DMS 250.

DMS 271: OB/GYN Imaging (45 class hours, 60 lab hours = 5 credits)

Presents the clinical applications within the sonographic specialties of obstetrics and gynecology. Includes topics of discussion on normal and abnormal sonographic patterns, related clinical systems, and associated laboratory tests. Includes laboratory sessions on basic scanning techniques.

Prerequisite: DMS 273.

Co-requisite: DMS 261, DMS 250.

DMS 272: Introduction to Vascular Sonography (30 class hours, 30 lab hours = 3 credits)

Discusses the principles of vascular ultrasound, the related anatomy and more common pathologies detected as well as the physiology and hemodynamics detected and evaluated with ultrasound. Includes laboratory sessions on basic scanning techniques.

Prerequisite: DMS 271.

Co-requisite: DMS 290, DMS 240, DMS 253.

DMS 273: Abdominal and Small Parts Imaging (45 class hours; 60 lab hours = 5 credits)

Examines the clinical applications within the specialty of abdominal sonography including interpretation of normal and abnormal sonographic patterns, pathology, related clinical signs and symptoms, normal variants, and clinical laboratory tests. Includes laboratory sessions on basic scanning techniques and protocols.

Prerequisite: Admission to the program.

Co-requisite: DMS 200, DMS 220, DMS 260.

DMS 290: Ultrasound Seminar I (30 class hours = 2 credits)

Reviews material covered throughout the sonography program to prepare the student for the ultrasound registry examination.

Prerequisite: DMS 261, DMS 271.

Co-requisite: DMS 240, DMS 272, DMS 253.

DMS 291: Ultrasound Seminar II (30 class hours = 2 credits)

Reviews all material covered throughout the sonography program. Ultrasound knowledge and critical thinking skills are applied to prepare the student for the sonography registry.

Prerequisite: DMS 290.

Co-requisite: DMS 254.



Nursing

The Nursing Program at SCHS provides individuals with the knowledge and skills necessary to provide nursing care to individuals and groups of individuals throughout the lifespan in a variety of settings.

The mission of the Southside College of Health Sciences Nursing Program is to provide accessible high quality nursing education to diverse student populations preparing them for entry-level nursing practice. Through innovative educational processes guided by evidence-based practice, students will develop competency in providing safe, quality nursing care to meet the complex needs of the community. Students will develop a spirit of inquiry to inspire life-long learning. Graduates will earn an Associate in Applied Science Degree in Nursing and be eligible to apply for the National Council Licensure Examination-Registered Nurse (NCLEX-RN).

Courses required for the Associate of Applied Science (AAS) in Nursing degree include content related to the physical and social sciences, as well as a member within the discipline of nursing. Employment opportunities include hospitals, long term care facilities, industry, community agencies, and physician's offices. For more information about careers in registered nursing, visit the O*NET database of occupational information at: <https://www.onetonline.org>.

As part of its mission, the Nursing Program is dedicated to providing those resources that create opportunities for success. Incorporating the most current educational technologies for instruction is part of the mission of SCHS.

Starting in the Fall of 2023, classes will be admitted five times each year, in August, October, January, March, and May. Application deadlines are noted in the Admissions section of this catalog.

An AAS Nursing degree will be awarded to students who enter the Nursing Program and successfully complete the required coursework. Starting in the Fall of 2023, the revised curriculum will require completion of 69 credit hours of coursework. This will include 24 general education credits and 45 nursing credits. The revised nursing program is designed to be completed in four semesters approximately, 16-month timeframe. Each semester is comprised of two eight-week sessions.

The AAS Nursing degree is a terminal degree. This means that it is the highest academic degree needed to secure employment in the field. The AAS Nursing degree does not guarantee full assimilation into a Bachelor of Science in Nursing (BSN) program. Additional credits, outside of the AAS, may be required to meet the admission criteria of the receiving institution.

Following graduation from the Nursing Program and verification by the SCHS Nursing Program that education requirements have been met, students are eligible to apply to take the National Council Licensure Examination — Registered Nurse (NCLEX-RN®). Graduates who meet board requirements and pass the exam will be conferred the legal title of Registered Nurse (RN). Graduation from the SCHS Nursing Program does not guarantee employment and SCHS is not responsible for gainful employment of its graduates. It is the graduate's responsibility to seek employment opportunities.

Program Delivery

Southside College of Health Sciences offers the AASN nursing courses utilizing a blended (hybrid) distance education delivery format. Distance Education Distance education is a delivery format that provides students the structure for learning to occur while not being physically present. Distance education includes specific pedagogical principles that are more than converting traditional delivery methods to online. Distance education includes quality experiences that include elements such as positive reinforcement, repetition, cognitive learning elements to assimilate new information, utilizes a variety of methods that appeals to the different learners and senses, and social interaction of the learners. At Southside College of Health Sciences, distance education is offered in a Blended (Hybrid) Delivery method.

Blended (Hybrid) Delivery: “blended,” also known as “hybrid” delivery, is a combination of distance and traditional delivery methods. A blended course is designed to integrate the best of each format to complement the content that is delivered.

AASN Nursing Student Learning Outcomes

At the end of the AASN program, the graduate will be able to:

- Integrate knowledge of liberal arts and sciences with the evolving body of nursing knowledge to facilitate the application of clinical judgment in the practice of nursing.
- Foster human flourishing through the delivery of holistic, ethical, developmentally appropriate, person-centered care that extends compassion to those in need.
- Apply knowledge of population health and health promotion strategies to promote the delivery of just and equitable care that reflects cultural humility, inclusivity, consideration of social determinants of health, and advocacy.
- Develop a spirit of inquiry fueled by curiosity and creativity that is informed by evidence and knowledge.
- Promote a culture of patient, provider, and workplace safety that contributes to the delivery of safe, quality patient care.
- Engage in intraprofessional and interprofessional relationships that lead to the development of highly effective teams.
- Identify the skills used in a systems leadership approach to healthcare that focuses on quality improvement, the complexities of the workforce, cost, and public policy.

- Effectively use information and communication technology in alignment with workplace policies, legal and regulatory standards, and professional practice.
- Establish a professional identity that reflects the core values of nursing and Bon Secours Mercy Health.
- Engage in personal and professional development that integrates self-care, flexibility, a capacity for leadership, and the pursuit of career-long learning.

Admission

The Nursing Program provides educational opportunities without regard to race, color, religion, sex, age, disability, national origin, veteran status, sexual orientation, or any other status or condition protected by applicable laws, provided that an individual’s qualifications meet the criteria established for admission to the School of Nursing.

To be eligible for admission to the College, the application and all required material must be received in the Office of Admissions by the deadlines published on the College website.

Admission Criteria:

- Graduate of an accredited high school or GED (General Equivalency Diploma).
- Applicants who are not a U.S. citizen by birth must provide immigration or citizenship documentation. The College does not participate in the SEVIS program.

Admission Process:

- Application Review
 - Completed application.
 - A non-refundable \$75 application fee.
 - Official transcripts from high school or GED documentation.
 - Official transcripts from all post-secondary education (colleges/universities).
- Following acceptance, applicants must complete a health history, provide evidence of immunizations and/or appropriate titers for measles, mumps, rubella (MMR), and varicella, and verify compliance with technical standards required for the College.

To be considered for the fall semester, a completed application (application, fee, and all transcripts) must be received by March 1st. To be considered for the spring semester, a completed application (application, fee, and all transcripts) must be received by August 1st. Acceptance to the program is based on previous academic history and performance of any required or prerequisite course work. Admission is offered to qualified applicants on a space available basis.

AASN Admission Requirements

To be eligible for admission to the Associate of Applied Science in Nursing (AASN in any published term), the application and all required materials must be received by the published deadlines. Admission to the AASN occurs five times a year: twice in the fall, twice in the spring and once in the summer. The Office of Admissions submits completed applications to the nursing program for decision and approval. All students must adhere to the College Admission Policy (ADM 3.11).

All students must attest to possessing the following Essential Skills and Competencies for Distance Education courses:

- Basic computer skills including, but not limited to:
- Ability to communicate following rules of etiquette;
- Ability to conduct web searches;
- Ability to download/upload files;
- Ability to communicate and collaborate asynchronously
- Basic reading and writing skills
- Time management and goal setting skills dedicated to prioritizing course work
- Ability to learn from text and multimedia
- Problem solving skills
- Willingness to seek support

Graduation from an accredited high school or higher or General Educational Development (GED) certificate. Achievement of 2.0 or greater in required pre-requisite general education courses. Provision of official transcripts from high school, high school diploma or GED program certificate and all post-secondary schools/colleges/universities attended.

Notice to the College of any convictions or present indictment for any felony or misdemeanor offense other than traffic violations that have not been expunged.

Completion of the following general education courses with a 2.0 or greater:

- English Composition I (3 credits)
- College Math (3 credits)
- Developmental Psychology (3 credits)
- Anatomy & Physiology I (4 credits)
- Microbiology (4 credits)

Any applicant who has previously enrolled in or is currently enrolled in a nursing program is required to provide a letter from the director of the program verifying academic standing and clinical competence.

Once a student receives an offer of admission to the program, the following requirements must be completed before a student will be allowed to attend classes:

- Attend “New Student Orientation,” complete the Online
- Readiness Module, and Curriculum Planning session.
- Submit clinical compliance requirements as stated in policy ACA 1.03: Clinical Compliance Requirements.

General Education Requirements for AASN Nursing Program

COURSES	CREDIT HOURS	NOTES
English Comp I	3	Completed prior to admission
College Math	3	Completed prior to admission
Developmental Psychology	3	Completed prior to admission
Anatomy & Physiology I	4	Completed prior to admission
Microbiology	4	Completed prior to admission
Anatomy & Physiology II	4	Must be completed prior to 3rd 8-week session
English Comp II	3	Must be completed prior to 7th 8-week session

Nursing Curriculum Plan

AAS IN NURSING	DIDACTIC CREDITS	LAB CREDITS	PRACTICUM CREDITS	TOTAL CREDITS
1ST – 8 WEEKS				
NUR 100: Orientation to Nursing	1			
NUR 101: Foundations for Nursing Practice	3			
NUR 103P: Competencies for Nursing Practice I		1	1	
				6
2ND – 8 WEEKS				
NUR 102: Lifespan Health Assessment and Clinical Prevention	3			
NUR 102L: Lifespan Health Assessment and Clinical Prevention Lab		1		
NUR 104P: Competencies for Nursing Practice II		1	1	
				6
3RD – 8 WEEKS				
NUR 111: Adult Nursing Science I	3			
NUR 111P: Adult Nursing Science I Practicum			2	
PHR 105: Pathopharmacology I	2			
				7
4TH – 8 WEEKS				
NUR 212: Adult Nursing Science II	3			
NUR 212P: Adult Nursing Science II Practicum			2	
PHR 205: Pathopharmacology II	2			
				7
5TH – 8 WEEKS				
NUR 218: Behavioral Health Nursing	2			
NUR 218P: Behavioral Health Nursing Practicum			2	
NUR 221: Advanced Professional Concepts	2			
				6
6TH – 8 WEEKS				
NUR 219: Nursing Care of Families	4			
NUR 219P: Nursing Care of Families			2	
				6
7TH – 8 WEEKS				
NUR 222: Transition to Practice	3			
NUR 222P: Clinical Immersion			4	
				7
Totals	28	3	14	45
			630 Practicum Hours	

Electives:

Please see the list of approved general education electives in the areas of humanities/fine arts, health, music, personal wellness, philosophy, religion, and social/behavioral sciences. Prior to enrolling in courses on this list, students should check the course descriptions to ensure that they meet any prerequisites or co-requisites. To avoid transfer problems, students should carefully select courses to fulfill elective requirements with the assistance of their Student Services advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

Fall 2023 & Subsequent Admission

Pre-requisite Courses	24 credits
Nursing Courses	45 credits
Total Credits	69 credits

Nursing Course Descriptions

NUR 100: Orientation to Nursing (1 credit: didactic; hybrid)

This course introduces the student to the academic skills necessary for the success of an associate degree nursing student at Southside College of Health Sciences.. The course will provide the student concrete academic strategies, exposure to essential professional codes and standards, time to reflect on their personal values and the values of Bon Secours Mercy Health, interprofessional and intraprofessional communication techniques, and an opportunity to build relationships with peers, faculty, and advisors.

NUR 101: Foundations of Nursing Practice (3 credits: didactic; hybrid)

This course provides an overview of the foundations of the profession of nursing. The student will examine the history of nursing and its relationship to contemporary issues. The student will intentionally integrate knowledge gained through liberal arts and sciences with beginning nursing knowledge. Students will explore the principles of the nursing process, critical thinking, safety, infection control, health and wellness, patient education, legal and ethical issues, and communication techniques as they relate to the delivery of quality patient care. The concepts of civility and conflict resolution in the healthcare environment will be examined as the foundation of professional practice. Students in this class will build upon these concepts to complete assignments demonstrating a beginning level of clinical judgement. Core concepts such as nursing process, clinical judgement models, psychosocial and physiological concepts, and evidence-based practice, that inform nursing practice will be explored.

NUR 102: Lifespan Health Assessment and Clinical Prevention (3 credits: didactic; hybrid)

This course utilizes a body systems approach to explore principles of health assessment and clinical prevention across the lifespan. The student will explore means to collect and interpret subjective and objective data to formulate clinical judgment about the individual's health state, response to actual or potential problems, life processes, or higher levels of wellness. The nursing student will identify appropriate primary, secondary, and tertiary prevention strategies for various conditions and populations.. This course is aligned with Lifespan Health Assessment and Clinical Prevention Lab.

NUR 102P: Lifespan Health Assessment and Clinical Prevention Lab (1 credit: lab; hybrid)

This lab allows the AAS student to apply learned concepts and demonstrate the knowledge, skills, and attitudes needed for a comprehensive health history and physical exam. The student will also use assessment data to inform teaching clinical prevention strategies. This lab is aligned with Lifespan Health Assessment and Clinical Prevention.

NUR 103P: Competencies for Nursing Practice I (2 credits — 1 credit lab, 1 credit practicum; hybrid)

This lab and practicum introduces the student to patient care by focusing on fundamental nursing knowledge and psychomotor skills essential to nursing practice. The student will integrate concepts of the sciences, compassionate and person-centered care, the nursing process, and evidence-based practice, communication, collaboration, informatics, and professionalism to form the foundation of nursing practice.

NUR 104P: Competencies for Nursing Practice II (2 credits — 1 credit lab, 1 credit practicum: hybrid)

This lab and practicum introduces the student to patient care by focusing on fundamental nursing knowledge and psychomotor skills essential to nursing practice. This course is a combination of lab and practicum. The student will integrate concepts of the sciences, compassionate and person-centered care, the nursing process and evidence-based practice, communication, collaboration, informatics, and professionalism to form the foundation of nursing practice.

NUR 111: Adult Nursing Science I (3 credits: didactic; hybrid)

This course introduces the student to person-centered care across the health care continuum with an emphasis on clinical prevention, health promotion, health restoration, and health maintenance of adults. This course will focus on the nursing care for patients experiencing alterations in homeostasis secondary to fluid and electrolyte imbalance, ventilation and oxygen transport problems, perfusion compromise, genitourinary dysfunction, and endocrine disorders. Adult Nursing Science I for AAS will draw on knowledge gained in prerequisite education and is aligned with Pathopharmacology I and Adult Nursing Science I Practicum for application of knowledge, skills and attitudes learned during the course.

**NUR 111P: Adult Nursing Science I Practicum
(2 credits: practicum; hybrid)**

This practicum allows the AAS student to apply their foundational nursing knowledge and skill in the holistic care of adult patients with common acute and chronic health conditions. The student hones their abilities to apply the nursing process, critically think, develop clinical judgment, cultivate therapeutic relationships, and communicate effectively with the intra- and interprofessional team. The student will learn to understand the health care system, utilize informatics and health care technologies, demonstrate professional behaviors and the values of Bon Secours Mercy Health, and engage in the learning process. This practicum is aligned with Adult Nursing Science I for AAS and Pathopharmacology I.

**PHR 105: Pathopharmacology I
(2 credits: didactic; hybrid)**

This course examines physiology, pathophysiologic concepts, and pharmacological principles as related to the disruption of homeostasis in the human body. Building on knowledge of anatomy and physiology, this course explores normal physiology, the corresponding disease processes, and the associated pharmacological interventions of the following body systems: autonomic nervous, endocrine, respiratory, cardiovascular, and genitourinary. The student will explore current issues related to management of care and medication compliance, safety, and availability. This course is closely aligned with Adult Nursing Science I and the associated Adult Nursing Science I Practicum for AAS.

**NUR 212: Adult Nursing Science II
(3 credits: didactic; hybrid)**

This course continues the student's exploration of person-centered care across the health care continuum with an emphasis on clinical prevention, health promotion, health restoration, and health maintenance of adults. This course will focus on the nursing care of the perioperative patient, emergency management of patients, and patients with gastrointestinal disorders, immune responses, sensory, neurological, musculoskeletal disorders, and multisystem organ dysfunction. Adult Nursing Science II will draw on knowledge gained in prerequisite education and concepts addressed in Adult Nursing Science I. This course is aligned with Pathopharmacology II and Adult Nursing Science II Practicum for application of knowledge, skills and attitudes learned during the course.

**NUR 212P: Adult Nursing Science II Practicum
(2 credits: practicum; hybrid)**

This practicum allows the student to apply their nursing knowledge and skill in the holistic care of adult patients with common acute and chronic health conditions. The student hones their abilities to apply the nursing process, critically think, use clinical judgment, cultivate therapeutic relationships, communicate effectively with the intra- and interprofessional team, understand the health care system, utilize informatics and health care technologies,

demonstrate professional behaviors and the values of Bon Secours Mercy Health, and engage in the learning process. This practicum is aligned with Adult Nursing Science II and Pathopharmacology II.

**PHR 205: Pathopharmacology II
(2 credits: practicum; hybrid)**

This course examines physiology, pathophysiologic concepts, and pharmacological principles as related to the disruption of homeostasis in the human body. Building on knowledge of anatomy and physiology and concepts addressed in Pathopharmacology I, this course explores normal physiology, the corresponding disease processes, and the associated pharmacological interventions of the following body systems/issues: gastrointestinal, immune, musculoskeletal, nervous systems, multisystem dysfunction, and pain management. The student will explore current issues related to management of care and medication compliance, safety, and availability. This course is closely aligned with Adult Nursing Science II and the associated Adult Nursing Science II Practicum.

**NUR 218: Behavioral Health Nursing
(2 credits: didactic; hybrid)**

This course focuses on nursing responses to behavioral health and disorders in individuals, families, and groups across the lifespan. The student will integrate behavioral health assessments and provide evidence-based nursing care. The course will focus on nursing care for patients with behavioral health issues and disorders, including those associated with older adults. Emphasis is placed on the holistic application of physiological, psychosocial, communication, and behavioral health theories that promote optimal patient outcomes based on a collaborative interprofessional, person-centered approach. The student will reflect on their personal and societal values related to those with behavioral health disorders and the care of aging individuals. This course is aligned with Behavioral Health Practicum for AAS for application of knowledge, skills and attitudes learned during the course.

**NUR 218P: Behavioral Health Nursing Practicum
(2 credits: practicum; hybrid)**

This practicum allows the ADN student to focus on the practice of therapeutic communication and evidence-based practice in the care of geriatric clients and clients with behavioral health issues at primary, secondary, and tertiary settings. The nursing process guides nursing care, with emphasis on a collaborative, interprofessional, and person-centered care. The student will reflect on their own personal biases to provide culturally relevant care with respect for patient values and preferences. The student will apply their knowledge of social determinants of health to serve as a patient advocate, provide health education, and provide direct care to patients with behavioral health issues and geriatric clients. This practicum is aligned with Behavioral Health.

**NUR 219: Nursing Care of Families
(4 credits: didactic; hybrid)**

This course introduces the concept of holistic, family centered nursing care to promote positive outcomes for families. Emphasis is placed on the health care needs of the family from pregnancy and the birth process through infancy, childhood, and adolescence. The student will be introduced to scenarios related to concepts of epidemiology, abuse and neglect, and current health trends related to obstetrics and the pediatric population with the goal of formulating a comprehensive plan of care. This course aligns with the Nursing Care of Families Practicum (NUR219P) for application of knowledge, skills and attitudes learned during the course.

**NUR 219P: Nursing Care of Families Practicum
(2 credits: practicum; hybrid)**

This practicum allows the student to apply their nursing knowledge and skill in the holistic care of families. Emphasis is placed on the health care needs of the family from pregnancy and the birth process through infancy, childhood, and adolescence. Students will have the opportunity to provide nursing care to families in pediatric and maternal health settings. This practicum is aligned with Nursing Care of Families.

**NUR 221: Advanced Professional Concepts
(2 credits; didactic; hybrid)**

This course provides the space for the ADN student to reflect on their professional identity as a nurse, with a specific focus on the ethical/moral development of the student as a nurse and as a person. The student will explore ethical issues involving new technologies, microaggressions, vulnerable populations, structural, and social issues that affect social determinants of health, classic ethical dilemmas, and the everyday tensions in healthcare. Moral agency, resilience, and ethical nursing care will be related to the nurse's professional identity.

**NUR 222: Transition to Practice
(3 credits: didactic; hybrid)**

This course prepares the student to transition to the role of an associate-prepared novice registered nurse. The student will examine professional practice models as well as the knowledge, skills, and attitudes required of the new graduate nurse. Students will explore and demonstrate self-care strategies as practical and effective ways to enhance well-being and resilience. Students will complete a comprehensive NCLEX-RN study plan throughout the course to include a mandatory three-day review. This course concludes with a proctored comprehensive exam based on the NCSBN NCLEX-RN blueprint to assess their readiness for their licensure exam. This course aligns with Clinical Immersion for ADN for application of knowledge, skills and attitudes learned over the course of the ADN program.

**NUR 222P: Clinical Immersion
(4 credits: practicum, hybrid)**

This practicum allows the student to work with a registered nurse in a precepted experience. This practicum prepares the student to transition to their role as a professional nurse by providing the opportunity to integrate previous learning and solidify the knowledge, skills, and attitudes essential to the role of the associate-prepared nurse generalist. An emphasis will be placed on the application of safety science, evidence-based practice, and systems leadership perspectives. This course includes experience in acute and community settings. This practicum aligns with Transition to Practice.

LPN-RN Track for AASN Curriculum

The LPN-RN Track provides the licensed practical nurse (LPN) an opportunity to review foundational nursing concepts at an accelerated pace while also offering credit for prior learning. The LPN student will be awarded seven (7) credits for prior learning after successful completion of NUR 105: LPN-RN Transition and NUR 105P: LPN-RN Competencies for Nursing Practice. LPN students will join the traditional AASN program in its 3rd eight-week term to complete the remaining courses of the curriculum.

LPN-RN Track Admission Requirements

To be eligible for admission to the Associate of Applied Science in Nursing (AASN) LPN-RN Track in any published term, the application and all required materials must be received by the published deadlines. Admission to the LPN-RN Track occurs two times a year: once in the fall and once in the spring.

The Office of Admissions submits completed LPN-RN Track applications to the nursing program for decision and approval. All students must adhere to the College Admission Policy (ADM 3.11).

All students must attest to possessing the following Essential Skills and Competencies for Distance Education courses:

- Basic computer skills including, but not limited to:
- Ability to communicate following rules of netiquette;
- Ability to conduct web searches;
- Ability to download/upload files;
- Ability to communicate and collaborate asynchronously
- Basic reading and writing skills
- Time management and goal setting skills dedicated to prioritizing course work

- Ability to learn from text and multimedia
- Problem solving skills
- Willingness to seek support

AASN Admission Requirements

Graduation from an accredited high school or higher or General Educational Development (GED) certificate.

Achievement of 2.0 or greater in required pre-requisite general education courses.

Provision of official transcripts from high school, high school diploma or GED program certificate and all post-secondary schools/colleges/universities attended.

Notice to the College of any convictions or present indictment for any felony or misdemeanor offense other than traffic violations that have not been expunged.

Completion of the following general education courses with a 2.0 or greater:

- English Composition I (3 credits)
- College Math (3 credits)
- Developmental Psychology (3 credits)
- Anatomy & Physiology I (4 credits)
- Microbiology (4 credits)

Any applicant who has previously enrolled in or is currently enrolled in a nursing program is required to provide a letter from the director of the program verifying academic standing and clinical competence.

LPN-RN Track applicants must hold a valid unrestricted license to practice as a Licensed Practical Nurse in Virginia.

Once a student receives an offer of admission to the program, the following requirements must be completed before a student will be allowed to attend classes:

- Attend “New Student Orientation,” complete the Online Readiness Module, and Curriculum Planning session.
- Submit clinical compliance requirements as stated in policy ACA 1.03: Clinical Compliance Requirements.

LPN-RN Pre-requisite and Co-requisite Courses

For LPN-RN Track students the following Pre- and Co-Requisites are defined below.

- NUR 105 and NUR 105L are co-requisite courses.
- NUR 105 and NUR 105L are pre-requisite courses to NUR 111, NUR 111P, and PHR 105.
- NUR 219 and NUR 219P are pre-requisite courses to NUR 225P.
- All other pre-requisites are the same as the traditional AASN program.

Course Descriptions:

NUR 105 LPN-RN Transition Course (5 credits: didactic; hybrid)

This transition course offers licensed practical nurse (LPN) students an orientation to the college, a formal review of foundational nursing concepts along with a review of competencies and health assessment throughout the lifespan. This course serves to bridge the knowledge of the LPN while expanding the scope of practice to that of the registered nurse. NUR 105 and NUR 105L are co-requisite courses.

NUR 105L LPN-RN Competencies for Nursing Practice (1 credit: laboratory, hybrid)

This lab allows the student to apply learned concepts and demonstrate the knowledge, skills, and attitudes needed to conduct a comprehensive health history and physical exam. The student will also use assessment data to inform teaching clinical prevention strategies. This lab is aligned with NUR 102L: Lifespan Health Assessment and Clinical Prevention. NUR 105 and NUR 105L are co-requisite courses.

NUR 225P Clinical Immersion (3 credits: practicum; hybrid)

This practicum allows the student to work with a registered nurse in a precepted experience. This practicum prepares the student to transition to their role as a professional nurse by providing the opportunity to integrate previous learning and solidify the knowledge, skills, and attitudes essential to the role of the associate degree-prepared nurse generalist. An emphasis will be placed on the application of safety science, evidence-based practice, and systems leadership perspectives. This course includes experiences in acute care and community settings. This practicum aligns with NUR 222: Transition to Practice. LPN track: 3 credits, 135 clinical hours.

LPN–RN Curriculum Plan

LPN–RN TRACK	TOTAL CREDITS
General Education Requirements Prior to Entry	17
1ST – 8 WEEKS	
<i>First 8 weeks not required. LPN–RT Track begins in the second 8 weeks.</i>	
2ND – 8 WEEKS	
NUR 105: LPN–RN Transition	5
NUR 105L: LPN–RN Competencies for Nursing Practice	1
Credit for Prior Learning after Successful Completion of NUR 105 and NUR 105L	7
Anatomy & Physiology II (if needed)	4
Total Credits	17
3RD – 8 WEEKS	
NUR 111: Adult Nursing Science I	3
NUR 111P: Adult Nursing Science I Practicum	2
PHR 105: Pathopharmacology I	2
English Comp II (if needed)	3
Total Credits	10
4TH – 8 WEEKS	
NUR 212: Adult Nursing Science II	3
NUR 212P: Adult Nursing Science II Practicum	2
PHR 205: Pathopharmacology II	3
Total Credits	7
5TH – 8 WEEKS	
NUR 218: Behavioral Health Nursing	2
NUR 218P: Behavioral Health Nursing Practicum	2
NUR 221: Advanced Professional Concepts	2
Total Credits	6
6TH – 8 WEEKS	
NUR 219: Nursing Care of Families	4
NUR 219P: Nursing Care of Families	2
Total Credits	6
7TH – 8 WEEKS	
NUR 222: Transition to Practice	3
NUR 222P: Clinical Immersion	3
Total Credits	6
Total General Education Credits	24
Total Nursing Credits	45
Total Program Credits	69



Radiologic Technology

The Radiologic Technology Program prepares the student to be a radiographer: a skilled health care professional that uses radiation to produce images of the human body. Coursework in the Associate of Applied Science in Radiologic Technology degree program includes clinical rotations to area health care facilities, radiographic procedures, radiographic exposure, pathology, physics, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology. The mission of the program is to graduate students with entry-level employment skills required of a radiologic technologist. Upon graduation, students will have demonstrated achievement of the program outcomes making them eligible to take the certification examination offered by the American Registry of Radiologic Technologists (ARRT).

Graduates of the program are employed in hospitals, clinics, physician's offices, government agencies, and industry. For more information about careers in radiologic technology, visit the American Society of Radiologic Technologists at <https://www.asrt.org/main/career-center/careers-in-radiologic-technology>.

Classes are admitted annually in August (fall semester). The application deadline is noted in the Admissions section of this catalog.

An Associate of Applied Science in Radiologic Technology degree will be awarded to students who have successfully completed 83 credit hours of coursework. This includes 32 hours of general education credits and 51 radiography credits. The degree program is designed to be completed in a five semester, 20-month timeframe of full-time study.

The AAS Radiologic Technology degree is a terminal degree. This means that it is the highest academic degree needed to secure employment in the field. The program degree does not guarantee full assimilation into a Bachelor of Science in Radiography, Health Sciences or a like field. Additional credits, outside of the AAS, may be required to meet the admission criteria of the receiving institution. Graduates of the program are eligible to apply to take the American Registry of Radiologic Technologists (ARRT) national exam for certification and registration.

SCHS is not responsible for gainful employment of its graduates. It is the graduate's responsibility to seek employment opportunities. Graduation from the SCHS Radiologic Technology Program does not guarantee employability.

Program Outcomes:

1. Students will demonstrate clinical competency
 - Students will apply radiation protection in accordance with ALARA.
 - Students will apply positioning skills in the clinical setting
2. Students will demonstrate critical thinking skills
 - Students will adapt positioning for trauma patients.
 - Students will set exposure factors for non-routine procedures/positions.
3. Students will communicate effectively.
 - Students will demonstrate effective oral communication skills.
 - Students will demonstrate effective written communication skills.
4. Students will demonstrate professional growth and development.
 - Students will conduct themselves professionally in the clinical setting.
 - Students will demonstrate a desire for career advancement.

Admission & Prerequisites

The Radiologic Technology program provides educational opportunities without regard to race, color, religion, sex, age, disability, national origin, veteran status, sexual orientation, or any other status or condition protected by applicable laws, provided that an individual's qualifications meet the criteria established for admission to the Radiologic Technology program.

Admission Criteria:

- Graduate of an accredited high school or GED (General Equivalency Diploma).
- Successful completion of the following college courses from an accredited institution with a "C" or better:
 - English Composition or Literature — 3 semester credits.
 - Algebra, Statistics, or Pre-calculus — 3 semester credits.
 - Psychology (general, survey, or developmental) — 3 semester credits.
 - Human Anatomy & Physiology I & II — 8 semester credits (completed within 10 years).
 - This is a total of 5 courses equaling 17 semester college credits.

- Prerequisite college courses above with at least a combined 2.5 GPA (grade point average).
- Applicants who are not a U.S. citizen by birth must provide immigration or Citizenship documentation. The College does not participate in the SEVIS program.
- Negative complete criminal history and child protective screens.
- Negative drug screen.
- Attend a SCHS information session.

Admission Process

- Application Review
 - Completed application.
 - A non-refundable \$70 application fee.
 - Official transcripts from high school or GED documentation.
 - Official transcripts from all post-secondary education (colleges, universities); if applicable.
 - Successful completion of or registration in prerequisite high school and college courses (see above admission criteria).
- Following acceptance, applicants must complete a health history, provide evidence of immunizations, and verify compliance with technical standards required for the College.

To be considered for the fall acceptance in August, a completed application (application, fee, and all transcripts) must be received by March 1st. Admission is offered to qualified applicants on a space available basis.

Transfer of Program Credits

Credits from other Radiography programs may be accepted. Credits must be no more than three years old, and all transfers will be considered on an individual basis. The transferability of coursework, degrees and credits earned at SCHS is not guaranteed to outside institutions. It is left to the discretion of the receiving institution. A student must complete a minimum of 30% of their coursework at SCHS in order to be granted a degree. For further information about SCHS programs and course offerings, please contact 804.765.5800.

Radiologic Technology Curriculum Plan

AAS IN RADIOLOGIC TECHNOLOGY				
SEMESTER I	TOTAL CREDIT HOURS	THEORY HOURS	LAB HOURS	CLINICAL HOURS
RAD 120: Radiographic Anatomy & Procedures I	4	45	30	0
RAD 110: Introduction to Patient Care & Pharmacology	3	45	0	0
RAD 150: Clinical Radiography I	3	0	0	135
*Elective	3	45	0	0
	13	135	30	135
SEMESTER II				
RAD 121: Radiographic Anatomy & Procedures II	4	45	30	0
RAD 160: Medical Imaging I	3	45	0	0
RAD 151: Clinical Radiography II	4	0	0	180
*Elective	3	45	0	0
	14	135	30	180
SEMESTER III				
RAD 220: Radiographic Anatomy & Procedures III	2	24	12	0
RAD 270: Medical Imaging II	2	30	0	0
RAD 250: Clinical Radiography III	5	0	0	225
*Ethics	3	45	0	0
	12	99	12	225
SEMESTER IV				
RAD 230: Radiographic Pathology	2	30	0	0
RAD 271: Medical Imaging III	3	45	0	0
RAD 251: Clinical Radiography IV	5	0	0	225
RAD 280: Independent Research Project	1	15	0	0
*Elective	3	45	0	0
	14	135	0	225
SEMESTER V				
RAD 260: Radiation Biology & Protection	2	30	0	0
RAD 272: Medical Imaging IV	3	45	0	0
RAD 252: Clinical Radiography V	5	0	0	225
*Elective	3	45	0	0
	13	120	0	225
Prerequisite Courses				
Human Anatomy & Physiology I	4	45	30	0
Human Anatomy & Physiology II	4	45	30	0
College Algebra, Statistics, or Pre-calculus	3	45	0	0
English I	3	45	0	0
Psychology (general, survey, developmental)	3	45	0	0
Totals	83	849	132	990

*Required co-requisite electives:

English II, Social Science, History, Humanities (Art, Music or Theater),Philosophy (must be Ethics course)

Radiologic Technology (RAD) Course Descriptions

RAD 110: Introduction to Patient Care & Pharmacology (45 class hours = 3 credits)

This course discusses professional roles and behaviors and legal, ethical, and cultural issues within the health care environment. Presentation includes age-specific care and communication and infection control concepts. This course prepares students to provide general patient care procedures to include vital signs, aseptic and sterile techniques, venipuncture, transfer of patient, care of medical equipment, and contrast media administration. Basic information on drug therapy is discussed.

Prerequisite: Admission to the program.

Co-requisites: RAD 120, RAD 150.

RAD 120: Radiographic Anatomy & Procedures I (45 class hours, 30 hours lab = 4 credits)

A presentation of radiographic positioning principles and terminology, radiographic anatomy and positioning of the chest, abdomen, upper and lower limbs, shoulder girdle, and other radiographic procedures. Includes laboratory demonstration, practice, and competency-based examinations of material presented in the classroom.

Prerequisite: Admission to the program.

Co-requisites: RAD 110, RAD 150.

RAD 121: Radiographic Anatomy & Procedures II (45 class hours, 30 hours lab = 4 credits)

A presentation of radiographic positioning principles and terminology, radiographic anatomy and positioning of the femur, pelvic girdle, spine, bony thorax, body tracts and systems, pediatric, trauma, and other radiographic procedures. Includes laboratory demonstration, practice, and competency-based examinations of material presented in the classroom.

Prerequisites: RAD 110, RAD 120, RAD 150.

Co-requisites: RAD 151, RAD 160.

RAD 150: Clinical Radiography I (135 clinical hours = 3 credits)

This course orients students to medical imaging and clinical settings. Safe radiation practices, magnetic resonance imaging safety, patient care, confidentiality, and professional responsibilities are discussed. Medical imaging equipment and technical factors are reviewed. Clinical policies and procedures, online recordkeeping system, and competency requirements are presented. Clinical site orientation material is completed and visitation to the clinical sites is conducted. Students are introduced to the patient care environment through direct and indirect supervision based on the theories presented in the didactic and laboratory components of the program. There will be emphasis on the care of patients of all ages, different patient conditions, demonstrating, performing, and evaluating for competency of radiographic procedures, identification and operation of basic and

advanced medical imaging equipment, functioning with other medical personnel, and administrative functions for medical imaging.

Prerequisite: Admission to the program.

Co-requisites: RAD 110, RAD 120.

RAD 151: Clinical Radiography II (180 clinical hours = 4 credits)

The student will continue to demonstrate and be evaluated for competency, continue to improve proficiency, be provided with the opportunity to perform more independently, continue to rotate within diagnostic radiography and other advanced modalities based on availability, and be able to identify pathology through image analysis in basic radiography.

Prerequisites: RAD 110, RAD 120, RAD 150.

Co-requisites: RAD 121, RAD 160.

RAD 160: Medical Imaging I (45 class hours = 3 credits)

The structure of matter, electrostatics, magnetism, electromagnetism, and rectification are presented. The properties of x-rays, x-ray tubes and equipment, x-ray circuitry, filtration, minimizing patient dose, and the production and interaction of radiation are discussed in detail. Prime factors affecting the x-ray beam are presented including inverse square law, density maintenance formula, and the 15% rule.

Prerequisites: RAD 110, RAD 120, RAD 150.

Co-requisites: RAD 121, RAD 151.

RAD 220: Radiographic Anatomy & Procedures III (24 class hours, 12 lab hours = 2 credits)

This course is a presentation of radiographic anatomy and positioning of the cranium, paranasal sinuses, facial bones, geriatrics, and special procedures. It includes laboratory demonstration, practice, and competency-based examinations of material presented in the classroom.

Prerequisites: RAD 121, RAD 151, RAD 160.

Co-requisites: RAD 250, RAD 270.

RAD 230: Radiographic Pathology (30 class hours = 2 credits)

A study of nature and etiology of disease, the changes that occur through disease and injury, and the conditions of illness particular to the various body systems with correlation to radiographic imaging.

Prerequisites: RAD 220, RAD 250, RAD 270.

Co-requisites: RAD 251, RAD 271, RAD 280.

RAD 250: Clinical Radiography III (225 clinical hours = 5 credits)

The student will continue to demonstrate and be evaluated for competency, continue to improve proficiency, be provided with the opportunity to perform more independently,

continue to rotate within diagnostic radiography and other advanced modalities based on availability, and be able to identify pathology through image analysis in basic radiography.

Prerequisites: RAD 121, RAD 151, RAD 160.

Co-requisites: RAD 220, RAD 270.

**RAD 251: Clinical Radiography IV
(225 clinical hours = 5 credits)**

The student will continue to demonstrate and be evaluated for competency, continue to improve proficiency, be provided with the opportunity to perform more independently, continue to rotate within diagnostic radiography and other advanced modalities based on availability, and be able to identify pathology through image analysis in basic radiography.

Prerequisites: RAD 220, RAD 250, RAD 270.

Co-requisites: RAD 230, RAD 271, RAD 280.

**RAD 252: Clinical Radiography V
(225 clinical hours = 5 credits)**

The student will continue to demonstrate and be evaluated for competency, continue to improve proficiency, be provided with the opportunity to perform more independently, continue to rotate within diagnostic radiography and other advanced modalities based on availability, and be able to identify pathology through image analysis in basic radiography.

Prerequisites: RAD 230, RAD 251, RAD 271, RAD 280.

Co-requisites: RAD 260, RAD 272.

**RAD 260: Radiation Biology & Protection
(30 class hours = 2 credits)**

This course studies radiation interaction with matter and the early and late effects seen on living systems as a result of radiation exposure. Radiation protection principles for the patient, personnel, and public are presented. Radiation monitoring and radiation exposure dose limits and regulations are discussed. General radiation safety and protection practices in computed tomography are introduced.

Prerequisites: RAD 230, RAD 251, RAD 271, RAD 280.

Co-requisites: RAD 252, RAD 272.

**RAD 270: Medical Imaging II
(30 class hours = 2 credits)**

Discussion includes the methods of modifying an x-ray beam for radiographic purposes. The adjustment of the prime factors and how each affects radiographic density is presented in classroom and laboratory discussion. The uses of beam limiting devices, patient factors, and grids and how they affect radiographic exposure are presented. The basic operation of automatic exposure control devices, their components, uses, and problems are presented. The student will be involved in solving radiographic exposure problems and making exposure adjustments to obtain selected radiographic density. The student will be involved in the development of various kinds of exposure charts.

Prerequisites: RAD 121, RAD 151, RAD 160.

Co-requisites: RAD 220, RAD 250.

**RAD 271: Medical Imaging III
(45 class hours = 3 credits)**

The continued study of how the prime factors of radiographic exposure affect the radiographic image. Discussion will include the prime factors affecting radiographic detail, distortion, density, contrast, and the components of image receptors and digital imaging. Emphasis is on more sophisticated recording media and specialized techniques of image detection and recording including computers such as DSA, DF, and DR. The student is involved in solving exposure problems, making the necessary adjustments to maintain image quality, and the art of image critique. Several modes of imaging systems and image detection principles including fluoroscopy and image intensification are presented in detail. The student will become familiarized with the aspects of Quality Assurance Program and the different tests involved in evaluating the quality performance for various radiographic equipment and accessories. Subject material from various aspects of radiography will be covered.

Prerequisites: RAD 220, RAD 250, RAD 270.

Co-requisites: RAD 230, RAD 251, RAD 280.

**RAD 272: Medical Imaging IV
(45 class hours = 3 credits)**

Introduction to the sophisticated recording media and specialized techniques of image detection and recording for several modalities including special procedures, cardiac catheterization lab, MRI, PET, mammography, bone densitometry, nuclear medicine, CT, and radiation therapy is discussed. The student will research the education and certification needs and discuss the work environment and job expectations for each modality. Several mock registry examinations are completed.

Prerequisites: RAD 230, RAD 251, RAD 271, RAD 280.

Co-requisites: RAD 252, RAD 260.

**RAD 280: Independent Research Project
(15 class hours = 1 credit)**

The student has the opportunity to investigate a modality or a medical imaging issue in depth. Methods to research aspects of medical imaging are discussed to assist with a written research paper which will be presented in class. Resume writing, cover letter, and interview skills are presented.

Prerequisites: RAD 220, RAD 250, RAD 270.

Co-requisites: RAD 230, RAD 251, RAD 271.

CHAPTER 6

Safety and Facility Information



Directions.....	82
Educational Facilities.....	83
Student Parking	84
Housing and Transportation	84
Employment.....	84
Health Services	85
Food Services	85
Restrooms.....	85
Posting Notices	85
Smoking/Vaping.....	85
Crime Awareness and Campus Security	86
Evacuation	86
Inclement Weather	86



Directions

Arriving by I-95 South from Richmond, Washington, DC. etc.

Follow I-95 South. Take Temple Ave., Colonial Heights exit. Turn right at Temple Avenue and continue to first traffic light (Conduit Rd). Turn left at Conduit Rd. and continue to second traffic light (Ellerslie Ave). Turn left at Ellerslie Ave. Continue on Ellerslie Ave. to the first traffic light (Dunlop Circle Dr.) Turn right on Dunlop Circle Dr. Take the immediate second left on Clairmont Court. Building 430 is straight ahead.

Arriving by I-64 from Norfolk (East) or Charlottesville (West)

Take exit for I-95, follow I-95 South. Take Temple Ave., Colonial Heights exit. Turn right at Temple Avenue and continue to first traffic light (Conduit Rd). Turn left at Conduit Rd. and continue to second traffic light (Ellerslie Ave). Turn left at Ellerslie Ave. Continue on Ellerslie Ave. to the first traffic light (Dunlop Circle Dr.) Turn right on Dunlop Circle Dr. Take the immediate second left on Clairmont Court. Building 430 is straight ahead.

Arriving by U.S. 460 from Suffolk (East) or Roanoke (West)

Take 1-95 North to Temple Ave., Colonial Heights exit. Turn right at Temple Avenue and continue to first traffic light (Conduit Rd). Turn left at Conduit Rd. and continue to second traffic light (Eilerslie Ave). Turn left at Eilerslie Ave. Continue on Eilerslie Ave. to the first traffic light (Dunlop Circle Dr.) Turn right on Dunlop Circle Dr. Take the immediate second left on Clairmont Court. Building 430 is straight ahead.

Arriving by I-85 North or I-95 North from North Carolina

Follow I-85 North to I-95 North. Take Temple Ave., Colonial Heights exit. Turn right at Temple Avenue and continue to first traffic light (Conduit Rd). Turn left at Conduit Rd. and continue to second traffic light (Eilerslie Ave). Turn left at Eilerslie Ave. Continue on Eilerslie Ave. to the first traffic light (Dunlop Circle Dr.) Turn right on Dunlop Circle Dr. Take the immediate second left on Clairmont Court. Building 430 is straight ahead. If you reach the Colonial Heights Fire Department, you have gone too far.

Educational Facilities

The College occupies 26,320 square feet of the existing 48,781 square feet contained in the building. The north end of the second-floor houses eight (8) classrooms with storage rooms, three (3) clinical labs with storage, and one (1) computer lab with 31 computers and networked printers. Every classroom is equipped with SMART Boards, large screen televisions, bulletin boards, and lecterns. Wi-Fi is available throughout the building. The clinical laboratories at SCHS are environments of care used for individual students and classes that are as closely replicated to actual patient care environments as possible. These laboratories are equipped with manikins, equipment, and supplies that assist students with developing expertise in delivery of “hands-on” competencies. Fall 2024 marks the grand opening of the new Clinical Simulation & Learning Center (CSLC) on the first floor of the College. The CSLC consist of two distinct areas, the skills lab and the health assessment lab. The eight-bed Nursing skills lab is fully equipped with a variety of manikins and equipment used in patient care, and the eight bay health assessment lab is set up with exam tables and the equipment needed for patient assessment. The second part of the CSLC consists of the simulation hospital. This area mirrors a floor on an acute care setting. Entering the simulation hospital, you will encounter a nurse’s station complete with medication dispensing machine, computers, printer, and glucometers. There are four high fidelity rooms and two control rooms where the facilitators and technicians will control the flow of the simulation-based learning events. These high-fidelity rooms include two adult rooms, a pediatric room and an obstetrical room. There are two exam rooms set up to mirror a physician’s office, and four debriefing rooms. All of the

rooms in the simulation hospital are equipped with video capture equipment for recording educational activities for later review. A large storage room provides storage for equipment and supplies used in demonstration/return demonstration of student skills, and critical thinking high fidelity scenarios.

There are two Radiography Labs with stationary radiography equipment, a portable x-ray unit, a c-arm, and a Virtual Reality (VR) station. A large screen television is in each lab. The Sonography laboratory is well equipped and designed to emulate a diagnostic ultrasound room as seen in the hospital and clinical setting. The lab is equipped with four stations and three sonography machines and integrates hospital designed stretchers, gel warmers, and ultrasound units at each workstation. In addition, the laboratory is well-appointed with phantoms representing various abnormalities to help increase the students’ training skills as well as a television which allows the students to view real-time scanning during laboratory sessions. The SonoSim Ultrasound Training Solution is incorporated within lab activities which provides real patient cases and pathologies. The student center is located in the middle of the second floor between the instruction side (north) and the faculty/staff offices. The center has several tables and chairs, two microwaves, a refrigerator, sink and a large screen television. Students may eat in the area and relax between classes. There is electrical access for students to use a computer or other electronic devices in the area.

The south end of the building contains faculty, staff, and administrative offices, three conference rooms, a faculty/staff break room, and a secure file room.

Building access hours for the academic year are posted on the College website, schs.edu, and are updated regularly. Student access to the SCHS campus is through their school-issued badges and is limited to 7am through 5pm, Monday through Fridays. During the summer and school breaks, students are given limited access to the building using their badge. Outside of these hours, students are required to enter through the main entrance. If necessary, the Building Operations Manager in collaboration with the appropriate College leaders may adjust building hours to better suit a specific need(s). After-hours access to the SCHS building is limited to faculty, staff, students, and contractors who have been properly authorized in advance to enter a given building or set of buildings.

Badge Activation and Key Distribution

Students — The Building Operations Manager activates badge access in accordance with established College building procedures at the time of initial enrollment.

Faculty and Staff — In collaboration with the Building Operations Manager and the Building Coordinator they

will manage keys and badges issued to faculty and staff that enable access to locked buildings in accordance with established College building procedures.

Keys issued to faculty and staff, other than those necessary to access the building(s) and personal spaces assigned to the requestor are not to leave campus and should be stored in a secure manner.

Badge Deactivation and Replacement

Badges will be deactivated upon termination of employment as well as when a student graduates or withdraws permanently from enrollment.

Lost or Stolen Badges — Students or associates who lose or misplace a badge must report the loss immediately to the Building Coordinator or Building Operations Manager during normal business hours.

The Building Coordinator or Building Operations Manager will issue a replacement badge within seventy-two (72) business hours unless it is returned within twenty-four (24) business hours of reporting.

Other Badge and Key Considerations

Duplication of Keys

Any duplication of keys is strictly prohibited.

Additional Access Beyond Normal Access

Students or associates who need access to areas of the College for which they do not have issued access should contact the Building Operations Manager for assistance.

Loss of Access; Termination

Any individual who violates this policy or the terms or conditions of access is subject to disciplinary action, including but not limited to, loss of access privileges.

Contractors and Outside Vendors Access

Contractor and vendor access to the SCHS building is governed by Bon Secours Health System's (BSMH) policies related to contractors and outside vendors. In addition, all contractors and vendors are required to sign in and out of the SCHS building and work with the Building Operations Manager for all other access-related needs. The Building Operations Manager or the appropriate SCHS leader bears supervisory responsibility of any contractor or vendor under their purview.

Records

Authorization records will be kept on file with the Administration team, as appropriate

Student Parking

SCHS has two parking areas designated for student parking. A campus map is available on the College LMS for all to review. Parking is on a first-come first-served basis; no spaces are "assigned" in the area designated for students. Each parked vehicle may occupy only one parking space.

AT NO TIME may vehicles be parked in the following areas:

- Fire lanes.
- No Parking Zones.
- Areas designated as "Faculty/Staff Parking Only."
- Sidewalks, lawn areas, etc.
- Areas where access, traffic, or other vehicles are blocked.

Faculty and students may have designated parking areas at facilities being used and should park only in those areas they are directed to park in. Students are expected to adhere to parking regulations at the clinical facilities used for clinical rotations. Students will be directed to the designated parking area at the clinical facility on the first day of clinical. Failure to comply with any of the above may result in a parking citation or being towed. Any fines or towing fees incurred by the student due to improper parking will be the responsibility of the individual.

Housing and Transportation

The College does not provide housing facilities for students and is not responsible for securing housing for students. The College provides no transportation services for students. Buses and other forms of public transportation may be available at various clinical locations; however, students must make their own arrangements, have their own forms of transportation, and/or participate in carpools. Students may be required to travel as far as 90 miles one way to clinical.

Employment

The faculty and College administration understand and recognize that outside employment by students enrolled in SCHS programs is, in many cases, necessary. It should be understood that outside employment during the time a student is enrolled in a program is strongly discouraged, as it can detract and interfere with their progression in the curriculum. However, the faculty and administration recognize that in many cases this is not possible. It is strongly recommended that the student work the absolute minimum

number of hours necessary to accomplish their goals, and that they are able to remain alert and responsible while in class or clinical. Students should not work the night shift prior to a clinical or class day. The student who finds it necessary to maintain employment (either full-time or part-time) will not be allowed early dismissal from class or clinical in order to arrive at their place of employment on time, nor will class assignments or due dates be changed due to work schedules. Employment schedules should not conflict with scheduled class or clinical experiences.

Health Services

SCHS does not maintain health facilities or medical services. The responsibility for medical services and payment rests with the student. In case of illness or injury on campus, Emergency Medical Services may be called to assist individuals. A first aid kit and AED (Automatic External Defibrillator) is located on the 2nd Floor of the Sycamore Building in the hallway just outside of the women's restroom and the receptionist area. If a student is injured or becomes ill while on campus, a College representative should be contacted. Should the student become ill or injured while in the clinical setting, the clinical instructor/preceptor and clinical coordinator/ program director should be notified, and facility protocol implemented.

Food Services

On campus vending machines, two (2) microwaves and a refrigerator are located in the student center and hallway of the Sycamore Building 2nd floor. No food or beverages are permitted in the clinical laboratories or library. Food and beverages are permitted in the classrooms and computer lab.

Restrooms

SCHS is committed to providing safe and accessible campus restrooms. All restrooms are in compliance with accessibility regulations in accordance with the Americans with Disabilities Act (ADA).

Posting Notices

Physical Notices:

Physical posters, notices, and/or announcements related to student organization meetings and student activities may be posted on the bulletin boards identified for student use. Such communications should be no larger than 8 1/2 x 11". Additionally, such communications should include the name of the student organization with an official logo (if applicable); the name of the College with the College official logo; date of posting; and contact information such

as a phone number and/or an email address of at least one organization member. The College administration reserves the right to remove notices that do not meet the stated criteria. Nothing is to be taped, nailed, tacked, posted, or pinned that may damage the adhered-to surface. The College administration also reserves the right to remove notices that are out-of-date or no longer applicable.

If any student or student group desires to post flyers in any other area of the College than bulletin boards designated for student use, the student (group) must first submit the flyer to the appropriate advisor, if applicable. If the advisor approves the flyer, the student (group) must then forward the flyer to the Student Services Coordinator, who will review and approve, as the designee for the Dean of Student Affairs. A request should be sent via email to the Student Services Coordinator and the student (group) must state the exact areas of the College where it is desired to post the flyer. The Student Services Coordinator will review the request, make a decision, and then communicate the decision with the student (group).

Electronic Notices:

Electronic posters, notices, and/or announcements related to student organization meetings and student activities posted outside of social media must be approved by the Student Services Coordinator. Such communications should include the name of the student organization with an official logo (if applicable); the name of the College with the College official logo; date of posting; and contact information such as a phone number and/or an email address of at least one organization member. A request should be sent via email to the Student Services Coordinator, and the student organization must specify where online they intend to post.

The Student Services Coordinator will review the request, make a decision, and then communicate the decision with the student group. If a student organization wants to post on social media, they must follow the procedures as documented in ADM 3.04 Media Policy: News Outlets and Social Media Platforms, found on the College website.

Smoking/Vaping

SCHS, in conjunction with Southside Medical Center (SMC), is committed to providing a safe and healthy healing environment and for promoting the health and well-being of its students, patients, staff, visitors, and community. Consistent with this commitment, SCCH/SMC recognizes the mounting scientific evidence of adverse health effects of tobacco products. Therefore, it is the policy of SCCH/SMC to implement and maintain a tobacco- and smoke-free campus which prohibits the use of any smoking/vaping and other tobacco products on all SCCH/SMC owned and leased properties and any properties adjacent to property owned by SCCH/SMC.

Crime Awareness and Campus Security

The College strives to provide a safe and secure campus for students, faculty, staff, and visitors. In the event of an emergency that requires an ambulance, fire, or the police, dial 911 from any phone in the building. The main entrances of the Sycamore Building are open to students and accessible Monday–Friday from 7:00 a.m. to 5:00 p.m. except for the College closings and major holidays noted on the Academic Calendar. Students who have filed a restraining or protective order and listed SCHS as a protected area must notify the Campus Director and Dean of Academic Affairs of the College and provide them with copies of the order. For additional information, reference Policy ADM 9.01–ADM 9.13 Safety Policies.

Information concerning crime awareness and campus security procedures and practices are disseminated to students and associates through the following methods:

- Faculty, staff, and student handouts.
- College website.
- College Catalog.
- New Student Orientation.
- Learning Management System.
- Campus TV's and bulletin boards, student newsletter.

Information on crime and security violations is collected and reported annually in the Annual Security Report which is available on the College's website and upon request.

Emergency assistance may be obtained from the following numbers:

- Emergency Services — 911 (Ambulance, Fire, Police) from any SCHS phone.
- Colonial Heights Police Department — 804-520-9300 (non-emergency).
- National Suicide Prevention Lifeline — 1-800-273-8255.
- National AIDS Hotline — 1-800-533-4184.
- Family Violence and Sexual Assault Hotline — 1-800-838-8238.

Evacuation

An evacuation diagram is strategically located on each floor in the hallways of the building indicating the primary emergency exits. Occupants should familiarize themselves with the closest exits in the event of an emergency. SCHS faculty and/or staff will make the necessary provisions for all handicapped persons to be evacuated from the building. In an emergency situation, when the alarm sounds, everyone must exit the building. If possible, students should remove all personal belongings when evacuating the building. A SCHS representative will call 911.

Fire

In case of fire or smoke in any area of the Sycamore Building (1st and 2nd floor) any student, faculty member, or staff should activate the “RACE” system:

1. Remove — Any person in immediate danger.
2. Alarm — Alert others by activating alarms.
3. Contain — Close all doors in the fire area.
4. Extinguish/Evacuate — Extinguish the fire if trained and safe to do so. Evacuate building through closest fire exit and assemble at the SCHS Assembly area adjacent to Sycamore Building.
5. If an alarm sounds and you do not see fire or smoke, call 911 and report alarm sounding and follow steps three and four.

Inclement Weather

The decision to close the College is made by College administration. Such decisions may be made for inclement weather, building utilities failure, or other adverse events. When the College remains open, students are responsible for attending all classes and clinical experiences. During inclement weather and other adverse conditions, students should exercise common sense and good judgment in determining their ability to travel safely. Prevailing conditions in the area where they live and personal risk must be assessed and acted on accordingly. This includes giving notice of any absence to the appropriate instructor(s).

To find out the operating plan in effect during times of threatening weather conditions, utilize the following outlets for announcements:

- College main number (804-765-5800) for a recorded message.
- College website
- Text message, email, and/or call alerts via Campus Nexus for students and Rave Alert for associates.

To ensure that students have the required instruction and/or clinical experience dictated by the program, it may be necessary to develop an alternative schedule or learning activities; therefore, classes and clinical may need to be rescheduled to include either extended class/clinical times and/or utilize evenings or weekends. In collaboration with administration, faculty will develop and clearly communicate in writing with students the alternative plan. This plan should not conflict with other class or clinical expectations.



CHAPTER 7

Student Affairs

Student Affairs	88
Requesting Accommodations	90
Clinical Simulation and Learning Center	90
Learning Management System and Student Information System	90
Information Technology Requirements and Resources	91
Learning Platforms and Student Information System	91
SCHS Technology Requirements.....	91
Trajecsys.....	91
Student Email	91
Peer-to-Peer File Sharing Policy.....	91
Library Services	92
SafeAssign.....	92
Student Organizations.....	93
Student Participation in Governance	93

Student Affairs

A broad array of quality services is offered to students. In most cases, students “self-identify” the need for the services and contact the respective offices of their own accord. Faculty or other appropriate individuals at the College may refer students for services. (Student Success advising and New Student Orientation are required of each student.) While the responsibility for success at our College rests with the student, the College is dedicated to offering quality services to assist students in achieving their academic and career goals. All students can access resources and communications through various avenues including email, LMS, phone, Zoom and, in person.

Services for all students encompass academic student success advising and support to help students meet their educational goals.

The Center for Student Success (Student Success) is comprised of a director, success advisors, and test proctors. Student Success partners with the administration in these efforts of student support.

Student Success oversees support services including academic advising and counseling, student access and accommodation services (SAAS), referrals for personal counseling and needs-based programming (individual and group workshops addressing study skills, test taking strategies, time management, stress management and related topics).

Success advisors work individually with students at the start of their education and throughout their entire academic journey. They assist students in developing skills and strategies which foster independence: active learning, academic success, progression, timely degree completion, and achievement of their education goals. Advisors serve as a vital connection between the student and the college resources available and support relationship building with faculty. Success advising is required of each student.

Academic Counseling

Academic counseling is available to students seeking academic support by meeting with the Center for Student Success where a customized plan for success can be created. Follow up appointments are welcomed. Students routinely seek assistance (individual and groups) with study skills, managing test anxiety, time and stress management strategies, work-life balance resources and other related topics.

Faculty Academic Support/Interaction

All full-time faculty are to provide a minimum of eight (8) office hours per week that are accessible and available to work with students on their individual academic concerns/inquiries. Anthology (CampusNexus®), student information system (SIS), is a fully unified academic and administrative platform. Administrators, faculty, and advisors leverage a centralized database and automated workflows to speed and improve services to students at every stage and touch point of their academic experience. This system also requires faculty to track and post attendance weekly. Interactions between faculty and students, and among students are essential for optimal learning and the exchange of ideas.

Examples of interactions between faculty and students include, but are not limited to informative dialogue in didactic, lab and clinical courses, demonstrations and return demonstration of skills, formative and summative feedback and grading of coursework in the Learning Management System (LMS), individual meetings and test reviews. Examples of interactions among students include but are not limited to postings to discussion board threads in the LMS, group quality improvement and poster projects, student peer reviews of course work and class debates.

New Student Orientation

New Student Orientation is offered through the Admissions Office and takes place prior to the start of each semester. On-site orientation is offered to students enrolled in programs at the College.

Personal Counseling and Support

Personal Counseling and Support is offered through StudentLife, a counseling and resource program. Counseling services are offered via telephone, chat, email, and referrals to community resources are often part of this process.

The College offers student support and orientation programming for all students. New students receive welcome, advising and orientation events that are offered both face-to-face and virtually. The Center for Student Success and the Career Advisor provide targeted academic advising, and career programming at designated timeframes from admission to graduation. The goal of these activities is to reinforce student success, career readiness and attend to the holistic development of each student.

Career Services

Career Services is offered through the Career Advisor or Manager of Career Services. These offerings include resume preparation, interview practice and support in the job search process. Career Services:

- Guides students through the employment application process and job interview.
- Co-sponsors hiring events with the health system.
- Offers career education via workshops and on-line tools.
- Prepares and advises students on goal setting, job offer negotiation and career discernment.
- Advocates for students with health care employers.
- Advises students and alumni on career advancement and continuing education.

Students are invited to contact career services for support offered through face-to-face or Zoom appointments, phone or email. A range of resources are available and include sample resumes and cover letters, interview guides, and “how to” resources for conducting a job search.

Students typically self-refer to Career Services or are recommended to the office by faculty.

Career Services collects and reports placement data to the appropriate agencies. Southside College of Health Sciences does not guarantee employment upon completion of the Program.

Academic Advising

Students are assigned their success advisor during the enrollment process and participate in an introductory advising session as a part of the student on-boarding process through new student orientation. Success advisors work individually with students at the start of their program and throughout their entire academic journey.

They assist students in developing skills and strategies which foster independence: active learning, academic success, progression, timely degree completion, and achievement of their education goals. Advisors serve as a vital connection between the student and the College resources available and support relationship building with faculty. The success advisors consult with faculty on the Orientation class for new students each semester. Success advising is required of each student.

Student Access and Accommodation Services (SAAS)

To provide for equal access, the College is committed to making individuals with disabilities full participants in its programs, services and activities through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended.

All College representatives, including faculty, staff, and students are responsible for the implementation of policy ADM 3.03 and adherence to the principles of equal access.

Definitions

Core Performance Standards for Admission and Progression

— The basic duties that a student must be able to perform, with or without reasonable accommodation (see Policy ACA 1.02)

Disability — A physical or mental impairment that substantially limits an individual from performing one or more major life activities, as defined by law.

Interactive process — A formal or informal discussion between the student seeking an accommodation and the staff from the Center for Student Success to clarify what the individual needs and identify the appropriate reasonable accommodation.

Qualified individual — An individual who, with or without reasonable accommodation, can perform the essential functions of the academic program. (See Policy ACA 1.02.)

Reasonable accommodation — An adaptation to a program or service that allows a student with a disability to have equal opportunity to participate in and benefit from the program or service and to perform the essential functions, but that does not place undue hardship on the institution.

SAAS — Student Access and Accommodation Services.

Undue hardship — The accommodation would be too difficult or too expensive to provide in light of the institution's size, financial resources, or represents a fundamental alteration to the curriculum.

The College will provide reasonable accommodations to qualified students to fulfill the requirements of the program. Students, faculty, and staff are required to utilize this policy and its procedures in order to request, authorize, and/or implement reasonable accommodations. A student's failure to comply with the policy and supplemental procedures may result in the denial of services. Although students are encouraged to identify their needs as early as possible, students have the right to request accommodations at any time during their enrollment.

Because students with similar accommodations may not equally benefit from the same auxiliary aid or service, the College will analyze each request on a case-by-case basis within the specific context of the activity in which the student plans to participate. The College has the right to select from among equally effective methods of accommodating a student with a disability. The College also has the right to refuse an accommodation based on undue hardship to the College.

Accommodation requests and services are not retroactive, and therefore requests for accommodations should be made in a timely manner.

Requesting Accommodations:

In order to be eligible to receive accommodations, students must complete a three-step process of self-identification. More information about this process is on the Student Access and Accommodation Services website (<https://www.schs.edu/student-access-and-accommodation-services-saas>).

1. Complete a Request for Accommodation Form (online)

This Request for Accommodation form is required to register with the Center for Student Success/SAAS and it should be completed by the student.

2. Provide Documentation

All students seeking accommodations must provide professional documentation of their accommodation needs. This starts with submitting the DOCUMENTATION OF DISABILITY FORM to their medical professional. This form must be completed and supplied by a licensed professional. Documentation that does not provide answers to the questions on the *DOCUMENTATION OF DISABILITY FORM* cannot be considered until all information is provided to the SAAS team.

Documentation must also clearly explain the link between the barrier in the academic setting (classroom, clinical environment, etc.) and the disability in order to inform the process. The student is responsible for following through on their request with their medical provider.

3. Review and Registration

Once the Request Form and Documentation of Disability forms are received they will be reviewed, within one business week after receipt, to determine available services and supports. Following the review, the student will be contacted by the SAAS team to schedule a SAAS registration meeting.

These meetings are a chance for students to clarify their needs and concerns, as well as familiarize themselves with the SAAS staff, procedures, and testing center if applicable. Students can expect for their meetings to be an open and interactive dialogue related to their request form, documentation, and learning experiences. Intake meetings are typically take less than 20 minutes, and are scheduled during regular business hours.

Clinical Simulation and Learning Center

The Clinical Simulation and Learning Center (CSLC) consists of a variety of clinical labs and simulation spaces that mimic actual clinical settings. The goal of the CSLC is to aid students in improving their technical, cognitive, and interpersonal skills. In addition to regularly scheduled lab, classes, or simulations, students are encouraged to utilize the CSLC to improve or remediate their clinical skills. The CSLC has open hours for independent practice. Contact your program faculty for information on open lab times. Individual assistance is available by appointment with the CSLC faculty or your program faculty. Upon admission to your program, you will be given an orientation to the lab, the rules for responsible use of the labs, and appropriate forms that you are expected to sign indicating your understanding and agreement. The Clinical Simulation and Learning Center will be kept locked in the absence of the Clinical Simulation and Learning Center faculty, clinical instructor, or designee.

Learning Management System and Student Information System

Southside College of Health Sciences (SCHS) utilizes Blackboard as our web-based learning management system (LMS). Blackboard is utilized for learning activities and communication directly related to course objectives and assignments. Students can access the Blackboard at <https://www.schs.edu/quicklinks>.

Campus Nexus Student is utilized for College business transactions related to student accounts and academic records. Students can access the student information system at <https://www.schs.edu/quicklinks>.

Per ADM 1.12, Student Communication policy, faculty and staff may utilize both the learning platform and the student information system to communicate with students. Students should log into and monitor these systems frequently.

Information Technology Requirements and Resources

DMS Students enrolling Spring 2025 and after will be required to purchase a laptop. WiFi access to the Internet is available throughout campus and students are required to have Internet access at home.

Students should be proficient using email, the internet, and common desktop productivity software. Please note that some programs may require additional technology requirements.

Student technology support is available 24/7 at 888-510-8035.

SCHS Technology Requirements

Program	Student Enrollment Date	Recommended Configuration
AASN	Enrollment Prior to the Fall 2023 Semester	Requirement Set B
AASN	Enrollment in Fall 2023 or Later	Requirement Set C
AASRS	All	Requirement Set B
AASDMS	All	Requirement Set B

Find the current version of the technology requirement sets at <https://www.schs.edu/technology>

Trajecsys

Trajecsys is an online clinical management and tracking system for health education programs. Trajecsys will be used by students, clinical instructor/clinical preceptors, and program faculty. This online recordkeeping system will be utilized at SCHS for completing clinical time records, documenting daily lab and clinical activities, assessing student skills utilizing performance evaluations, scheduling clinical experiences, and clinical reporting.

Student Email

All current SCHS students will be assigned an schs.edu email account. Any email addresses or accounts assigned by SCHS are the property of the College. Email users at SCHS are required to comply with state and federal laws, College policies, and normal standards of professional behavior. Failure to follow appropriate guidelines may lead to the revocation of internet and email access and further disciplinary action. If a student is on a Standard Period of Non-Enrollment (SPN), they will have access to their Collegeemail for six (6) months. For additional information, reference Policy ADM 1.12 Student Communication.

Peer-to-Peer File Sharing Policy

The 2008 Higher Education Opportunity Act requires the College to assist in the effort to combat copyright infringement by taking steps to prevent the use of College technology for illegal peer-to-peer (P2P) file sharing. Peer-to-peer file sharing is the process of sharing files (e.g. e-textbooks, music, movies, software, etc.) from one person to another using technology.

The College supports appropriate file sharing that facilitates legitimate information dissemination and academic collaboration.

However, the College prohibits the use of College systems or technology to distribute, download, upload, stream, scan, store or otherwise share material when:

- The content is copyrighted but distribution to the user has not been authorized by the copyright owner.
- The intended use under the relevant circumstances is specified as illegal by any federal or state law, statute, regulation, proclamation, order, or decree;
- The material is considered by the College to be protected information, and the user is not authorized to access that information for the purpose intended.

It is incumbent upon students and College personnel to be aware of what constitutes copyright infringement and how peer-to-peer file sharing may violate this policy.

Individuals who engage in illegal peer-to-peer file sharing can face severe civil and criminal penalties as well as loss of access to College technology.

This policy summary omits some policy details. Please refer to full policy ADM-10.02-Peer-to-Peer-File-Sharing.

Library Services

- The Pollard Library serves the overall health care information needs of the students and associates and supports the curriculum objectives of the College. Students and associates are encouraged to regularly use the services and resources of the library. Print and digital resources, as well as research and other assistance from the College Librarian, are available to both students and associates. During posted office hours, the librarian is available virtually and in person for research assistance and help with the library collection. Library hours are posted on the College website and outside the Library.
- Electronic library resources are accessible 24/7 through the eLibrary.
- The Student Conduct policy prevails in the College Library. Unauthorized removal of materials, alteration of materials, or disclosing database usernames and passwords are considered abuse of library policy and may constitute violations of the College Student Conduct policy (Student Rights and Responsibilities). Failure to follow appropriate procedure and adhere to Library timelines for book checkout and return may result in disciplinary action.
- A quiet atmosphere is expected at all times in the library. Groups may not use the common areas of the library to conference or talk.
- Careful handling of library materials is necessary to ensure their long life.
- Books may be borrowed for a two-week period. The process for checking out materials is noted near the entrance to the Library and on the College website. Most items are renewable for an additional two weeks. Print book copies marked Reserve on their spines are to be used IN THE LEARNING COMMONS ONLY and ARE NOT TO BE REMOVED FROM LIBRARY FOR ANY REASON. Removal of these items from the library space may constitute theft and as such is a violation of the Student Conduct policy.
- A maximum of three items may be borrowed at one time from the library.
- Items borrowed from the College Library should be returned to the book deposit box in the library.

- Beverages are permitted only in containers with lids. Users are responsible for informing the librarian promptly of spills.
- Items damaged beyond reasonable wear or not returned in a timely fashion are charged to the responsible borrower and remain the property of the College Library. Items lost or damaged beyond reasonable wear should be discussed with the librarian at the time of return and arrangements made to replace them. Damage beyond reasonable wear includes, but is not limited to, moisture, teeth marks and chewing, torn or missing pages or spines, and stains.
 - When an individual graduates or leaves the College for any reason, they must return or replace all borrowed items checked out in their name. To be eligible to receive a diploma, a student must return all library materials or make arrangements with the librarian for replacement. The library issues periodic overdue notices, and replacement fees for items not addressed or returned after two semesters of loan will be charged to current student accounts. These fees must be paid along with other charges that are required to be satisfied in order to be in good standing for College registration.
 - For additional information, see the Library's page on the College website, as well as the ADM 7.02 Library Use policy.
 - Copyright Notice is posted on the Library's page on the College website. Refer to the ADM 7.01 policy for further guidance on copyright issues.
 - Individuals desiring to make suggestions for library additions are encouraged to present their suggestions to the librarian.

SafeAssign

SafeAssign is a plagiarism prevention tool that is integrated in Blackboard, our learning management system (LMS). SafeAssign analyzes submitted work to identify overlap or matching of text with a database of existing student work, web pages, and electronic journals. SafeAssign assists students in identifying potential plagiarism and supports the student toward academic integrity and originality in order to further develop their scholarly writing skills. Faculty enables SafeAssign in Blackboard for identified assignments and both the student and faculty can review the Originality Report that is generated by the tool. Faculty and students should work together to determine next steps in identifying opportunities for improvement and areas of concern.

Student Organizations

The Bon Secours Southside College of Health Sciences holds that all students should have access to extra- and co-curricular opportunities to grow professionally, provide service, practice leadership, and engage with the campus community. Student organizations are key providers of such opportunities.

A student organization must be nondiscriminatory and must adhere to the values and mission of Bon Secours Southside College of Health Sciences. For more information about student organizations, please reference policy ADM 3.06 and visit the SCHS — Student Activities organization in Blackboard. Questions regarding student organizations may be directed to the Student Services Coordinator.

Student Participation in Governance

There are a number of methods by which students can participate in the governance of SCHS. The students elect leaders of various clubs and organizations to provide leadership and offer input and recommendations to the College administration. Students have the opportunity to complete confidential evaluations every semester on each course and faculty member they have worked with and attend focus group sessions. The results of these evaluations and/or focus groups are shared with Program Directors, the Dean of Academic Affairs, faculty, and staff. Additionally, students have the opportunity to serve on the Advisory Boards of each program as well as the opportunity to share concerns directly to campus leadership through the Office of Student and Alumni Affairs. Students interested in serving on a committee should contact the Assistant to the Dean of Academic Affairs.

CHAPTER 8

Appendices

Student Grievance Flowchart.....	95
Student Conduct Flowchart.....	96
Administrative Offices	97
Administration and Staff.....	98
Faculty	99

Student Grievance Process

INITIATION OF A GRIEVANCE

The student has ten (10) business days from the time that they knew or should have known of the issue that is the subject of the grievance to provide in writing a formal letter/email to the College personnel outlining the decision they are grieving, provide supporting information for the grievance, and request to meet with the person whose actions they are grieving. The personnel's administrative supervisor should be copied on the communication.

LEVEL 1

- The College personnel has ten (10) business days from the date the grievance is received to schedule a meeting with the student to discuss the matter.
- At the meeting, the student must clearly present their grievance and present the resolution that they are seeking.
- Within five (5) business days after the meeting, the College personnel will provide a written letter outlining the decision of the meeting. A copy will be provided to the Dean of Student Affairs.

LEVEL 2

- The student may file a written appeal of the Level I grievance decision with the relevant College personnel administration supervisor within five (5) business days of the date the written decision from the Level I meeting was provided to the student. The formal grievance letter submitted by the student for the Level I meeting describing the issues grieved must be part of the student's written appeal.
- Within ten (10) business days from the receipt of the written appeal, the administrative supervisor will investigate the grievance and will schedule a meeting with the parties in an effort to resolve the grievance.
- Within five (5) business days after the completion of the meeting, the administrative supervisor shall prepare a written Level II decision. Copies must be provided to the student and the College personnel, with a copy of the written decisions, the formal grievance letter, and the appeal forwarded to the Dean of Student Affairs.

LEVEL 3

- Within five (5) business days from the student's receipt of the written Level II decision from the administrative supervisor, the student may file a written appeal to the appropriate RHEI Leadership Team member with copies of the Level I and Level II decisions attached.
- Within ten (10) business days of receipt of this appeal, the RHEI Leadership Team member will set a date for a hearing for all parties involved and the Student Grievance Committee. The actual hearing should occur no later than twenty (20) days after receipt of the appeal letter by the RHEI Leadership Team member.
- Within five (5) business days after the hearing, the RHEI Leadership Team member will provide the official letter including the final determined outcome to the student, the relevant employee, and others as appropriate. In addition, a copy of the outcome letter and the formal grievance letter and appeals (Level I, Level II, and Level III) must be forwarded to the Dean of Student Affairs.
- The final determined outcome of the Student Grievance Committee is final and not appealable.

Students should refer to ADM 1.05 Student Grievance Process for more detailed information regarding non-academic grievances to include guidance on peer observers.

Student Conduct Flowchart

LEVEL 1

- Within five (5) business days of becoming aware of the suspected violation, the appropriate faculty or staff member will investigate the matter and will meet with the student(s) individually to outline the allegation, allow the student(s) to provide their understanding of the incident(s), and discuss possible sanctions.
- Within three (3) business days of the meeting, the staff/faculty member will communicate their determination of the matter and send it to the involved student(s) and to the Dean of Student Affairs. In the case that it is determined a violation occurred, this written report will constitute a Written Warning.



LEVEL 2

- The student(s) may file a written appeal to the Level I decision within five (5) business days of the report being communicated by sending a letter, along with Level I written report, to the Campus Director and Dean of Academic Affairs.
- Within five (5) business days of the receipt of the appeal, the Campus Director and Dean of Academic Affairs will review documentation related to the situation, meet with the involved parties, and send a letter of their decision to the student(s) with a copy being sent to the Dean of Student Affairs.



LEVEL 3

- The student(s) may choose to appeal the decision of the Campus Director and Dean of Academic Affairs and any sanctions applied within five (5) business days of the written letter being communicated by sending a letter, along with the Level I written report and the Level II written letter, to the Dean of Student Affairs.
- Within ten (10) business days of the receipt of the appeal, the Dean of Student Affairs will review documentation related to the situation, meet with the involved parties, and send a letter of their decision to the student(s).
- Level III decisions are final and may not be appealed.

Students should refer to ADM 3.05 Student Conduct – Rights and Responsibilities for more detailed information.

Administrative Offices

Office of the Dean, Administration

Dr. Benjamin Djeukeng, Dean

The Office of Administration provides oversight in areas of accreditation and regulatory compliance, institutional effectiveness, safety, and physical plant operation. It is the College's point of contact in relationships with accrediting, regulatory, governmental, educational, and professional organizations of importance to the College. The Office of Administration also oversees the development, implementation, and monitoring of a planning and institutional effectiveness program at the College as well as the safe, effective, and efficient operation of College facilities.

Office of the Dean, Student Affairs

Dr. Leslie Winston, Dean

This office provides oversight for support services and resources for student success. Students with questions regarding the following areas: academic support, career counseling, student access and accommodation services, student conduct, nonacademic grievances, graduation, student organizations, and student welfare fall under this office.

Office of Enrollment Services

Dr. Carrie Newcomb, Associate Dean

Enrollment Services strategically works to attract, enroll, and retain high quality students who share the calling to serve, those who consider caring to be a calling and a ministry inclusive of all people. The office is comprised of three departments: Admissions, Marketing, and the Registrar.

Office of Finance

Amy Pozza, Chief Financial Officer

The Finance Office is responsible for management and oversight of Student Finance which includes the Business Office (Director of Finance, Bursar and Senior Accountant) and Financial Aid Office (Director of Financial Aid and Financial Aid Specialist), in addition to the fiscal operations of SCHS.

Center for Student Success

Lydia (Dia) Lisner, Director of Student Success

The mission of the Center for Student Success is to provide academic support, connect students with resources, help meet students' educational goals, and encourage academic achievement and excellence. This office offers support with academic success advising, academic counseling, career counseling, and accommodations.

College Library

James May, Librarian

The Library is located on the first floor of the 430 Clairmont Court building. It serves the overall health care information needs of our students, faculty and staff, and supports the curriculum objectives of the College.

Information Technology (IT) Department

Jason E. Smith, Director of IT

The Information Technology department advances the College as a leader in technology for learning, teaching, research and administration. It provides secure and accessible technology and service to students, faculty and staff. The department manages the student information system, the learning management system (Blackboard), the student productivity suite (Office 365) and other systems. IT provides on-premises and on-call support for technology issues.

The Clinical Simulation and Learning Center (CSLC)

Holly L. Pugh, Dean, CLSC

The Clinical Simulation & Learning Center's mission is to provide high quality service and education in a respectful learning environment. The CSLC consists of simulation technicians who provide support, maintenance, and programming of simulation equipment, and simulation faculty dedicated to teaching students utilizing simulation-based learning as well as faculty in the development of simulation skills.

Administration and Staff

ABRAHAM, RACHEL

Digital Marketing Specialist

Degree and Institution:

MSM, Wilmington University

ACKINCLOSE, ANDREA

Administrative Assistant

ARCIBAL, MELANIE

Senior Accountant

Degree and Institution:

BS, University of Perpetual Help System
Laguna, Philippines

BATES, MONIQUE (MOE)

Director, Compliance and Risk Management

Degree and Institution:

EdD, University of Southern California

BENDALL, MARILYN

Admissions Assistant

BOGESE, JOANNE

Student Services Coordinator

Degree and Institution:

BA, James Madison University

BUTLER, SIDNEY

System Support Specialist

Degree and Institution:

BS, Norfolk State University

CRIST, JARED

Director of Student and Alumni Affairs

Degree and Institution:

MEd, Virginia Commonwealth University

DANIEL, ANDRENETTA

Clinical Simulation & Learning Center Assistant

Degree and Institution:

AS, Averett University

DJEUKENG, BENJI

Dean of Administration

Degree and Institution:

PhD, The College of William and Mary

EVANS, RACHEL

Director of Admissions

Degree and Institution:

MSHE, University of Miami

FLORIAN, KELLEY

Director, Financial Aid

Degree and Institution:

BA, Liberty University

FORD, BETH

Admissions Manager

Degree and Institution:

AAS, Reynolds Community College

GREEN, MELANIE

*Vice President, Richmond Higher
Education Institutions*

Degree and Institution:

PhD, Louisiana State University

HARMAN, HANNAH

Registrar Specialist

Degree and Institution:

BS, James Madison University

HARTKA, BLAKENEY

Career Advisor

Degree and Institution:

MEd, James Madison University

HOWARD, SHAWN

Student Success Advisor

Degree and Institution:

MS, National University

IMLER, ELIA C.

Director of Marketing and Communication

Degree and Institution:

MS, Ithaca College

KEITH, REBECCA

Program Director, Radiologic Technology

Degree and Institution:

MS, Thomas Jefferson University

KOST, NICHOLAS

Manager, Information Technology

Degree and Institution:

BA, St. Leo University

LISNER, LYDIA (DIA)

Director of Student Success

Degree and Institution:

MEd, Virginia Commonwealth University

MAY, JAMES

College Librarian

Degree and Institution:

BA, Hampden-Sydney College

MCCARTER, MARGARET (MEG)

Bursar

METZGER, TINA

Manager, RHEI Library

Degree and Institution:

MSIS, University of Tennessee, Knoxville

NEWCOMB, CARRIE

Interim Campus Director and

Dean of Academic Affairs

Degree and Institution:

EdD, Virginia Commonwealth University

PETERSON, ALLISON

Manager, Career Services

Degree and Institution:

MS Ed, St. Joseph's College

POZZA, AMY

Chief Financial Officer

Degree and Institution:

MBA, University of Virginia

PUGH, HOLLY

Dean of Clinical Simulation Center

Degree and Institution:

MSHA, Virginia Commonwealth University

RAWLS LEWIS, MEAGAN

Senior Institutional Research Analyst

Degree and Institution:

PhD, Virginia Commonwealth University

ROBBINS, H. PAGE

Financial Aid Specialist

Degree and Institution:

MBA, Colorado Technical University

RUPPERT, SHAWN

Registrar Specialist

Degree and Institution:

BA, James Madison University

SACKENREUTER, ALLAN

Simulation Technical Manager

Degree and Institution:

BS, Fort Valley State University

SCARBERRY, DAYNA

Alumni Relations Coordinator

Degree and Institution:

MEd, The College of William and Mary

SHEA, KASEY

Program Director, Nursing

Degree and Institution:

MSN, University of Phoenix

SMITH, JASON E.

Director of Information Technology

Degree and Institution:

MS, Boston University

STILES, RYAN

Director of Records and Registration

Degree and Institution:

MBA, University of Richmond

STUBBLEFIELD, ERICA

Assistant Director, Student Success

Degree and Institution:

MEd, Virginia Commonwealth University

TAYLOR, FAITH

Director of Finance

Degree and Institution:

BS, University of North Texas

TERRELL, INGRID

Graphic Design Specialist

Degree and Institution:

BA, City College of the City University of
New York

TOLBERT, GARRETT

Admissions Recruiter

Degree and Institution:

BS, University of Mississippi

UPSHUR, ROCHELLE

Manager of Building Operations

Degree and Institution:

MBA, Virginia Commonwealth University

VASQUEZ, MARIA

Admissions Recruiter

Degree and Institution:

BS, Liberty University

WELSH, KATHY

Financial Aid Counselor

Degree and Institution:

AS, Richard Bland College

WINSTON, LESLIE

Dean of Student Affairs

Degree and Institution:

EdD, Virginia Commonwealth University

YEAGER, KIMBERLY

Program Director, Diagnostic Medical

Sonography Instructor

Degree and Institution:

BBA, American InterContinental University –
Online

Faculty

BISHOP, MICHELLE

Instructor, Nursing

Degree and Institution:

BSN, Western Governors University

Area of Teaching Specialty: Nursing**HAMMACK, MELONIE**

Clinical Coordinator

Degree and Institution:

BA, The University of Arizona Global Campus

Area of Teaching Specialty:

Diagnostic Medical Sonography

HENRY, CHRISHONA

Instructor, Nursing

Degree and Institution:

MA, University of Hartford

Area of Teaching Specialty: Nursing**JONES, NATASHA**

Instructor, Nursing

Degree and Institution:

DNP, Chamberlain University

Area of Teaching Specialty: Nursing**KEITH, REBECCA**

Program Director, Radiologic Technology

Degree and Institution:

MS, Thomas Jefferson University

Area of Teaching Specialty:

Radiologic Technology

LOCAS, JESSICA

Instructor, Radiologic Technology

Degree and Institution:

BS, Cabarrus College of Health Sciences

Area of Teaching Specialty:

Radiologic Technology

MACMINN, MELISSA

Instructor, Nursing

Degree and Institution:

MSN, Old Dominion University

Area of Teaching Specialty: Nursing**McINTYRE, KIMBERLY**

Simulation Faculty

Degree and Institution:

DNP, Chamberlain University

Area of Teaching Specialty: Simulation**MYRICK, BENITA**

Instructor, Nursing

Degree and Institution:

MSN, Mercy College of Ohio

Area of Teaching Specialty: Nursing**SHEA, KASEY**

Program Director, Nursing

Degree and Institution:

MSN, University of Phoenix

Area of Teaching Specialty: Nursing**SPAGNOULO, STEFANIE**

Instructor, Nursing

Degree and Institution:

BSN, Bon Secours Memorial College of Nursing

Area of Teaching Specialty: Nursing**TURNER, ELIZABETH**

Instructor, Nursing

Degree and Institution:

MSN-ED, Western Governors University

Area of Teaching Specialty: Nursing**WEAKLEY, KATHRYN**

Instructor, Nursing

Degree and Institution:

PharmD, Virginia Commonwealth University

Area of Teaching Specialty:

Pathopharmacology

YANEZ, SHARLIE

Simulation Faculty

Degree and Institution:

DNP, Chamberlain University

Area of Teaching Specialty: Simulation**YEAGER, KIMBERLY**

Program Director, Diagnostic Medical

Sonography Instructor

Degree and Institution:

BBA, American InterContinental University –
Online

Area of Teaching Specialty:

Diagnostic Medical Sonography



Bon Secours

Southside College of Health Sciences

430 Clairmont Court, Suite 200
Colonial Heights, Virginia 23834
Phone: (804) 765-5800 | Fax: (804) 765-5944
www.schs.edu

Certified to operate by State Council of Higher Education for Virginia.

Follow us:    