



2018-2019

Catalog

Revised February 2019

430 Clairmont Court, Suite 200 – Colonial Heights, Virginia 23834
804.765.5800 Main Number - 804.765.5944 Fax
www.srmconline.com/healthcare-education

This catalog is intended for information purposes only. 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. However, should such changes occur after the publication of this catalog, every effort will be made to keep changes to a minimum. Southside College of Health Sciences 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. Southside College of Health Sciences reserves the right to deny admission to any applicant when it is determined to be in the best interest of the College.

Southside College of Health Sciences 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.

No academic information, grade reports, transcripts or diplomas will be issued for any student who has not met his or her responsibilities and financial obligations to the College. 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 employees and students of SCHS are expected to comply with all federal, state, and local laws as well as the policies and procedures of Southside Regional Medical Center, Community Health Systems, 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.

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Welcome to Southside College of Health Sciences

Welcome to Southside College of Health Sciences. Whether you are a student who is returning to SCHS 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 path 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 healthcare 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 size, outstanding faculty and support staff combined with the relationship and assistance of the medical center continue to make SCHS the first choice in healthcare education in the Tri-Cities and beyond.

I am honored to welcome you to the Southside College of Health Sciences and the rich tradition that is ours.

Cynthia Swineford, RN, MSN
Vice President, Southside College of Health Sciences

Accreditation & Approvals

Southside Regional Medical Center is accredited by:

The Joint Commission
One Renaissance Boulevard
Oakbrook Terrace, Illinois 60181
Phone: 630.792.5000
Fax: 630.792.5005

The College is certified to operate by:

The State Council of Higher Education for Virginia (SCHEV)
James Monroe Building
101 North Fourteenth Street
Richmond, Virginia 23219

The College is institutionally accredited by:

The Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314
North Falls Church, Virginia 22043
703.917.9503

The Nursing Program is approved by:

The Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Richmond, Virginia 23230-1712
804.367.4515

The Nursing Program is accredited by:

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
404.975.5000
www.acennursing.org

The Radiology Program is accredited by:

The Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 North Wacker Drive, Suite 2850
Chicago, Illinois 60606-3182
312.704.5300
mail@jrcert.org

The Diagnostic Medical Sonography Program is accredited by:

Commission of Accreditation of Allied Health Education Programs (CAAHEP) via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).
CAAHEP (Commission of Accreditation of Allied Health Education Programs)
25400 US Highway 19 N, Suite 158
Clearwater, Florida 33763
Phone 727.210.2350/ Fax 727.210.2354
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

Southside College of Health Sciences is a Member of:

Virginia Associate of Collegiate Registrars and Admissions Officers (VACRAO)
Lynchburg College
1501 Lakeside Drive
Lynchburg, Virginia 24501
Phone: 434.544.8219
www.vacroa.org

National League for Nursing (NLN)
61 Broadway, 33rd Floor
New York, New York 10006
Phone: 800.669.1656
Fax: 212.812.0393

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
804.225.2720

Hospital & 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 Lee, 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 twenty-four 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 thirties and early forties 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 fifty-five years. In 1986, to reflect the larger area served, the hospital's name was changed to Southside Regional Medical Center. In the summer of 2003, Southside Regional 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 Regional Medical Center

Southside Regional Medical Center has been serving the community for over 100 years. Southside Regional Medical Center serves the communities of Petersburg, Hopewell, Colonial Heights, Fort Lee 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 Regional Medical Center are Cardiology, Orthopedics, and Surgery. In addition, Southside Regional 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
- Southside College of Health Sciences
- 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

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

- Professional Nursing
- Medical Imaging Technology
 - Radiation Sciences/Radiologic Technology
 - Diagnostic Medical Sonography

Southside College of Health Sciences is owned by Petersburg Hospital Company, LLC, d/b/a Southside College of Health Sciences. The Chief Executive Officer of Southside Regional Medical Center is responsible for the day-to-day operations of the hospital, which includes the College.

The Campus

The College occupies 24,000 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 SmartBoards, large screen televisions, bulletin boards and lecterns. WiFi 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 mannequins, equipment and supplies that assist students with developing expertise in delivery of “hands-on” competencies.

The clinical lab for the nursing program, The Maude H. Titmus Clinical Learning Center, named in honor of a former benefactor of the school, holds eight patient beds with scales (hospital grade) where the six (6) simulation mannequins are used. A large screen television is located on the back wall and cameras are available to allow observation of participants during simulation exercises. A storage room in the clinical learning lab provides storage for equipment and supplies used in demonstration/return demonstration of student skills.

There are two Radiography Labs in the building. These labs have two (2) radiography machines and are set up to resemble a hospital imaging lab. A portable x-ray machine is available for instruction also. 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 integrates hospital designed stretchers, gel warmers, and ultrasound units at each workstation. In addition, the laboratory is well-appointed with phantoms to help increase the students’ training skills as well as a television which allows the students to view real-time scanning during laboratory sessions.

A 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, a microwave, a refrigerator and sink and a large screen television. Students are able to 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, a secure file room, and the student health nurse office. Each full-time faculty member has a private office with a computer and a locked file cabinet.

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 was closed and the members of the graduating class 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

Radiation Sciences/Radiologic Technology Program

The demand for Radiation 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.

Over the last 59 years, more than 400 radiologic technologists have graduated from the program. 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 of Accreditation of Allied Health Education Programs (CAAHEP) via the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).

Institutional Mission & 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 healthcare professionals and expanding clinical knowledge and practice.

Mission

The mission of the College 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

Healthcare 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 practices 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 healthcare 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 healthcare 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:

1. 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.
2. Facilitate the student's development and application of a caring, compassionate attitude in meeting the health care needs of the public.
3. Teach sound health care management principles appropriate to a collaborative, multicultural, interdisciplinary environment.
4. Instill an awareness of ethical issues in a pluralistic environment and legal boundaries within the practice of the student's chosen healthcare profession.
5. Encourage the development of therapeutic and collaborative communication skills.
6. Stimulate development of autonomous, self-directed, life-long learning skills.
7. Provide quality instruction and clinical experiences that prepare graduates to function in entry-level healthcare positions.
8. Prepare graduates to apply to take the licensing or certification examination required for practice in the chosen healthcare profession.

Nondiscrimination Statement

SCHS is dedicated to equality of opportunity for its staff and students. The School does not discriminate against students, employees, 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: Irene Buskey, Director of Human Resources Southside Regional Medical Center, and/or Cynthia Swineford, Vice President.

Student Right to Know

In accordance with the Student Right to Know Act, Southside College of Health Sciences (SCHS) is required to make readily available information regarding graduation rates and campus safety information.

Campus Crime Reporting

Data on crime and security violations is collected annually and can be viewed at <http://ope.ed.gov/security> in accordance with the Jeanne Cleary Disclosure of the Crime Awareness and Campus Security Act of 1990. Students will be notified annually by email when the report is updated and inform them that a paper copy is available upon request. The updated report will also be posted in the College LMS. Comments, review or inquiry about the crime report can be made by contacting the College Safety Champion/Chairman of the Safety Committee.

Educational Effectiveness

SCHS is committed to the continuous evaluation and improvement of our educational programs. This continuing process allows the College and its programs to assess institutional and/or program effectiveness and quality. 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 Director of Enrollment Management.

Admissions

The intent of SCHS is to offer educational opportunities in the health science field to anyone who has the interest, desire and ability to pursue a health care program offered by the College. The College asks for a wide range of information in order to evaluate applicants. The College seeks applicants for its programs who demonstrate qualities of scholarship, responsibility, accountability, motivation and commitment to academic and personal growth. Specific entrance requirements vary for individual programs.

Admission is competitive with specific standards for each program of study. SCHS reserves the right to deny admission or readmission to any applicant if his or her admission is not considered in the best interest of the applicant or School. The College does not offer development courses for remedial studies.

All materials submitted for the application process become the property of the School and cannot be returned or forwarded.

It is incumbent upon the applicant to provide accurate and truthful information. Falsification of an application or communicating any false information at any point during the admissions process will result in acceptance being revoked or the student being dismissed if already admitted. Application may be made for the next class offering. A new application fee will be charged.

Equal opportunity for admission is offered to applicants without regard to age, race, religion, ancestry, gender, sexual orientation, physical ability, national origin or legally protected classifications.

Admission Deadlines

Nursing

Fall Semester (August start).....	March 1
Spring Semester (January start).....	August 1

Radiation Sciences

Fall Semester (August start).....	March 1
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Diagnostic Medical Sonography

Spring Semester (January start).....	August 1
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Completion of all admission requirements is not a guarantee of acceptance into a program. Applicants not accepted for their semester of choice must submit the [Request for Application Review Form](#) and submit it back to the Admissions Office by the next immediate program application deadline. All applicants are responsible for ensuring the Admissions Office has the most current applicant information, transcripts, and etc. All applications resulting in non-admission are purged from school files one year from date of receipt. A new application and fee must be submitted. All online applications not submitted with paid application fee or fee waiver documentation will be deleted 90 days following the application deadline (fall acceptance June 1st and spring acceptance November 1st).

General Admission Requirements

1. Must be 18 years of age or older by the admission deadline
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. The transcript must 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 & Language Usage scores against national averages. The programmatic admission criteria in this section state whether testing is required. An entrance test may be taken once per admission cycle. Payment for entrance testing can be in the form of debit/credit card and is payable at the time of testing. **SCHS may require a test proctoring fee payable in the form of cash, money order, debit/credit card within three (3) days prior to assigned testing date.**

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 you the same amount of credit that you'd get if you took and passed a college course covering the same material.

CLEP offers 33 exams in five subject areas, covering material taught in courses that you may generally take in your first two years of college. By passing a CLEP exam, you can earn 3 to 12 college credits. Each institution determines the exams for which it awards credits, the minimum qualifying score required to get credit, and the amount of credits that will be granted per exam.

Southside College of Health Sciences (SCHS) awards college credit to students who score satisfactorily on the College Level Examination Program (CLEP).

The maximum number of semester credit awarded to a student for CLEP General Examinations are as follows: twenty-one for nursing, thirty-six 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.

Students seeking locations, testing dates and times, and registration can be found visiting www.srmconline.com and/or www.collegeboard.org/clep

It is the responsibility of the student to request official transcripts from the College Level Examination Program to be sent to the Admissions Office at SCHS to be evaluated by the school officials.

SCHS will allow credit for scores on the CLEP general examinations as follows:

Examination Title	Minimum Score	SCHS Equivalent	Hours Awarded
Biology	50	BIO 101/102	3
Chemistry	50	CHM 101/102	3
College Composition Modular	50	ENGL 101	3
History of the U.S. I: Early Colonization to 1877	50	HIST 201	3
History of the U.S. II: 1865 to Present	50	HIST 202	3
Western Civilization I: Ancient Near East to 1648	50	HIST 101	3
Western Civilization II: 1648 to present	50	HIST 102	3
Humanities	50		3
College Algebra	50	MTH 101	3
Psychology, Introductory	50	PSY 201 or PSY 210	3
Human Growth and Development	50	PSY 250	3
Sociology, Introductory	50	SOC 201	3

Advanced Placement (AP)

To recognize the Advanced Placement (AP) of the College Entrance Examination Board as 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.

SCHS will allow credit for scores on the AP general examinations as follows:

Examination Title	Minimum Score	SCHS Equivalent	Hours Awarded
Biology	3	BIO 101/101L	4
Chemistry	3	CHM 101/101L	4
Computer Science A	3	CSCI 211	3
English Language & Composition	3	ENGL 101	3
European History	3	HIST 101/102	6
U.S. History	3	HIST 201/202	6
Physics B	3	PHYS 101	3
Psychology	3	PSY 201	3
Statistics	3	MTH 217	3

Pre-requisite & Co-requisite Course Completion

Admission to SCHS programs may be contingent upon the completion of prerequisite courses. Program-specific prerequisite requirements can be found in the Academic Programs section of this catalog, obtained online at www.srmconline.com/health-education, or from Student Services. The application for admission may be submitted before the prerequisite courses are completed; however, applicants must successfully complete prerequisite courses **PRIOR** to final acceptance into the designated program. GPA calculation for selection purposes will be based on the highest grade achieved by the admission deadline.

Prerequisites and co-requisites (general education courses) appear on SCHS transcripts as transfer courses. Prerequisite 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 healthcare 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 Committee or Director of Enrollment Management to evaluate pre-requisite courses. Transfer credits will be evaluated and accepted only on evidence that the course content and instruction meets the requirements.

Credits from foreign universities/colleges/schools must be evaluated as equivalent by an approved international consulting agency at the applicant's expense.

Each program specifies the minimum grade required in prerequisite and co-requisite courses for admission.

Curriculum co-requisites must be completed by the end of the enrolled semester if utilizing financial aid or when the course is required. An official transcript must be submitted to the Director of Enrollment Management on or before Validation day by 4pm. If not received by Validation day, then the student will be unregistered from their semester course(s). See academic calendar for semester Validation dates. See program curriculum for sequence of co-requisites.

Transfer Courses

Please see the www.srmconline.com/health-education website under *Student Resources* for the transfer of credit tables for all programs. The courses listed are most frequently transferred from other colleges and universities but it is not a comprehensive listing.

For more information regarding specific courses, contact the Admissions Office at info@SCHS.edu.

Transcripts

Transcripts are required from all colleges/universities attended for programs requiring college prerequisites or co-requisites. Official transcripts must: a) be in English, b) have an embossed seal or signature, c) sent directly from the awarding institution, and be received by the College unopened prior to the matriculation deadline at the address below:

Southside College of Health Sciences
Student Services
430 Clairmont Court, Suite 200
Colonial Heights, VA 23834

Transcripts carried or mailed by the student, or marked “issued to student” are not considered official and will not be accepted. Files will not be considered “complete” until official transcripts from all schools are received at the above address.

Transcripts must reflect final grades for all prerequisite courses prior to enrolling in the program of choice. For courses that are in progress at the time of application, official transcripts showing successful completion of all prerequisite courses must be received before acceptance is considered final. Failure to submit official transcripts by the first day of class for pre-requisite course work will result in the revocation of acceptance and the student being withdrawn from the program. The student may request re-entry into the program at the next available offering, if space is available.

Selection Process

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

Nursing	Medical Imaging	Sonography
Core Science/Math Courses GPA	Pre-requisite Course GPA	Pre-requisite Course GPA
Entrance Test Scores	Core Science Course GPA	Core College Course GPA
Video/Personal Interview	Video/Personal Interview	Video/Personal Interview
Previous Medical/Work History	Previous Medical/Work	Previous Medical/Work

	History	History
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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.

Requirements for Enrollment (as stated in acceptance letter):

1. Return Matriculation form and fee
2. Complete and pay for registration with CastleBranch

** CastleBranch registration requires each student to complete a background check (no adverse information found), complete substance testing (no substance abuse found), verify immunization requirements, and verify completion of an American Heart Association Basic Cardiac Life Support healthcare provider CPR course.

Failure to complete these requirements by the deadlines specified on the CastleBranch profile may result in the revocation of acceptance to the program. Additional enrollment appointments with Student Services may be applicable (i.e. Financial Aid Department).

Fees associated with compliance of enrollment requirements are the responsibility of the accepted applicant and are non-refundable.

Enrollment Agreement

Following acceptance into the program of choice, each student will sign an Enrollment Agreement with the College. 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.

Criminal Background Checks

In order for clinical sites and affiliates to comply with Joint Commission accreditation standards, students must complete employee prescreening requirements.

Criminal background checks are conducted by CastleBranch and child protective screenings are conducted by the Virginia Department of Social Services. The review includes the cities and counties of all known residencies.

Following acceptance into a health science program at SCHS, criminal background checks and child protective screenings must be performed prior to enrollment. The applicant must initiate this process by registering with CastleBranch by visiting <https://www.castlebranch.com/>. The cost of this is payable by the student when registering on the CastleBranch website.

The cost of the child protective screening is included in the student's matriculation fee. It is the student's responsibility to pay the out-of-pocket expense of registration with CastleBranch.

The student must submit required information for aforementioned checks/screening by the scheduled

date. Failure to do so will be interpreted as a refusal and the acceptance will be revoked.

The following convictions may disqualify an individual from participation in the clinical rotation:

- A. Felony convictions
- B. Misdemeanor convictions or felony deferred adjudications involving crimes against persons (physical or sexual abuse)
- C. Misdemeanor convictions related to moral turpitude (prostitution, public lewdness/exposure, etc.)
- D. Felony deferred adjudications for the sale, possession, distribution, or transfer of narcotics or controlled substances
- E. Registered sex offenders

The following convictions at any time in the past may constitute the inability to participate in clinical rotations: criminal homicide; kidnapping and unlawful restraint; indecency with a child; sexual assault; aggravated assault; injury to a child; aiding suicide; agreement to abduct from custody; sale or purchase of a child; arson; robbery; aggravated robbery; conviction under the laws of another state, federal law, or the uniform Code of Military Justice for an offense containing elements that are substantially similar to the elements of an offense listed previously; felony conviction for theft which occurred within the previous five years; and any other offense that the facility may impose.

The Vice President, Program Director or their designee will notify the student, either verbally or in writing, if anything in the student's record indicates a conviction barring the student from clinical rotations. If the student is deemed ineligible for clinical rotations at any time during the program due to criminal history record, the student will be required to withdraw from the program and/or related courses as stipulated by the individual health science program.

For more information, see the eligibility for licensure/registry policies in individual program handbooks.

Substance Abuse Testing

Southside Regional Medical Center and SCHS are firmly committed to providing environments that are free from the use of substances that may or may not impair performance or cause other adverse effects. As such, substance use/abuse testing may be conducted at the following times:

1. Enrollment period
2. Part of the random drug screening process
3. Reasonable suspicion of use

For more information, refer to the Substance Abuse Testing Policy in the Academic Policies section of the catalog.

Student Immunization and Health History

All applicants entering SCHS are required to complete a Student Health Assessment form. This includes providing documentation of immunization history, titer results and health history. This documentation **must be submitted to CastleBranch by the date specified by SCHS.** Acceptable immunization and health history records may be obtained from the following:

- Health Care Provider
- High School Records
- Personal Immunization Records
- Local Health Department
- Military Records
- Employee Health
- Previous College or University

These documents **must** include the applicant's name on letter head paper from the issuing institution or the health care provider's signature.

A. Student Requirements:

Requirement	Acceptable Proof Requirement Met
CPR Course	Copy of CPR course completion card, front and back, showing expiration date. Card must be signed and valid for at least 6 months after the date of submission. Course must be American Heart Association (BLS-Provider Course). Renewed every 2 years
MMR (Measles, Mumps, Rubella)	Documentation of 2 MMR's (if born before 1957, only one MMR is required) OR IGG titer indicating immunity. If titer does not indicate immunity, student must receive vaccination or sign declination with documentation of medical contraindication from healthcare provider.
Hepatitis B	Documentation of 3 Hepatitis B vaccinations OR IGG titer indicating immunity OR formal declination and signed statement.
Varicella (Chicken pox)	Documentation of 2 Varicella vaccinations OR IGG titer indicating immunity OR history of disease with appropriate documentation. If titer does not indicate immunity, student must receive vaccination or sign declination with documentation of medical contraindication from healthcare provider.
TDaP (Tetanus, Diphtheria, Pertussis)	Documentation of TDaP within the past 10 years. If no immunization within the past 10 years, student must receive vaccination or sign declination with documentation of medical contraindication from healthcare provider. A Td is the required booster if needed during the student's tenure at SCHS.
Influenza	Documentation of Influenza vaccination annually during the current flu season OR signed declination. Note: If the student declines the flu vaccination, the student must wear a surgical mask and/or follow the policy of the clinical site/facility when caring for patients during flu season.
TB Skin Test (TST)	One of the following is initially required: <ul style="list-style-type: none"> • 2 step TST (1 administered and results, then a 2nd test administered 1 to 4 weeks after the 1st administration with results) OR • TST within the past 12 months (will count as first step), additional TST is required for 2nd step OR • Documented proof of negative BAMT (blood assay/IGRA for M. Tuberculosis Ex: T-Spot/TB QuantiFERON Gold) within one year, if positive must have chest x-ray and Tuberculosis Screening Questionnaire. • IF past positive TST, negative chest x-ray (within the past 6 months) and completed Tuberculosis Screening Questionnaire. • Students will be required to receive an annual tuberculin skin test and complete the Tuberculosis Screening Questionnaire. If past TST was positive, the student is required to complete a Tuberculosis Screening Questionnaire. A chest x-ray or negative BAMT is needed only if required by the clinical site/facility.
Student Health Assessment	Download, print, and complete the Student Health Assessment form and upload to CastleBranch (previous known as Certified Background).
Urine Drug Screen	Follow directions provided for obtaining urine drug screen through CastleBranch.

Criminal Background Check	Follow directions provided for obtaining criminal background check through CastleBranch.
Statement Assigning Financial Responsibility for Medical Care	Download, print, and complete the Statement Assigning Financial Responsibility for Medical Care form and upload to CastleBranch. This waiver indicates that students acknowledge responsibility for treatment costs arising from any clinical practice-related health issue.
Substance Test Release & Disclosure Form	Download, print, sign the Substance Test Release & Disclosure Form and upload to CastleBranch. The form acknowledges that as an enrolled student of SCHS, the student may be randomly tested for substances.
HIPAA	Download, print, and complete HIPAA form and upload to CastleBranch.
Valid Driver's License	Submit valid Driver's License, front and back, and upload to CastleBranch.
Ishihara's Test for Color Deficiency	Test will be performed by the School Health Nurse after acceptance into the program.
Fit Test	Test will be performed by the School Health Nurse after acceptance into the program and annually.
MRI Screening	Screening will be performed by the School Health Nurse after acceptance into the program.
Latex Screening	Screening will be performed by the School Health Nurse after acceptance into the program.
Back Safety Quiz	Quiz will be administered by the School Health Nurse after acceptance into the program.

NOTE: There may be additional health requirements/immunizations mandated by clinical agencies.

B. Students are:

1. Required to register with CastleBranch and upload the required health documents once accepted into the program. Documentation of immunizations and/or titers as well as health documents must be uploaded into CastleBranch by 4 PM of Validation Day each semester. Students who fail to provide this information will lose their admission to the program.
2. Required to sign a Statement Assigning Financial Responsibility for Medical Care form. This waiver indicates the student acknowledges responsibility for treatment costs arising from any clinical practice-related health issue.
3. Strongly encouraged to have or purchase a personal health insurance plan.
4. Responsible for all charges for services rendered to them by any healthcare provider for injuries or illness.
5. Required to submit a Health Records Request Form along with a fee, for copies of their health records. Requests are processed on a weekly basis by Student Health Nurse (SHN).

C. Access and Storage:

Access to student health records is limited to the Student Health Nurse, SHN supervisor, Vice President, Program Director, or designee. Records are maintained on CastleBranch, and students have indefinite access to their medical records.

There may be additional pre-entrance health requirements mandated by individual programs see individual program handbook.

Basic Cardiac Life Support Course

The American Heart Association Basic Cardiac Life Support for the Healthcare Provider is the only CPR course accepted for all SCHS students. CPR training is offered during the onboarding process to new students who do not already possess a valid CPR certification. The cost associated with this training is the responsibility of the student. Proof of successful completion of this course must be uploaded to the student's profile on CastleBranch.

Academic Programs

For specific programmatic regulations please refer to individual student handbooks located on Canvas.

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. Courses required for the Associate of Applied Science (AAS) in Nursing degree include content related to the physical and social sciences, the role of the nurse as provider and manager of care, 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 <http://www.onetonline.org/link/summary/29-1111.00>.

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.

Classes are admitted twice per year in August (Fall Semester) and January (Spring Semester). 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 who successfully complete 72 credit hours of coursework. This includes 30 general education credits and 42 nursing credits. The degree program is designed to be completed in a five semester, 20 month timeframe.

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) from the Virginia Board of Nursing. Should a graduate be unsuccessful on the NCLEX-RN®, he or she will have the opportunity to repeat the exam at varying intervals.

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

Admission

The School of Nursing 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.

I. Admission Criteria*:

- A. Graduate of an accredited high school or GED (General Equivalency Diploma);
- B. Successful completion of the following high school or college developmental courses with a

“C” or better:

1. Biology
 2. Chemistry
 3. Algebra I
 4. Algebra II or Geometry
- C. Pre-admission test (ATI TEAS) meeting a minimum score of 66%. Applicants will be given one attempt per admission cycle; max number of attempts to twice a year. (testing fee payable at time of testing; proctoring fee must be paid in advance);
- D. Video upload of interview questions;
- E. Applicants who are not a U.S. citizen by birth must provide immigration or citizenship documentation. The school does not participate in the SEVIS program;
- F. Negative complete criminal history and child protective screens; and
- G. Negative drug screen.

II. Admission Process:

- A. Application Review
1. Completed application;
 2. A non-refundable \$70 application fee;
 3. Official transcripts from high school or GED documentation;
 4. Official transcripts from all post-secondary education (colleges, universities);
 5. Registration and completion of pre-admission test, ATI TEAS. (fee applicable)
 6. Review of video interview
- B. 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 acceptance in August, a completed application (application, fee, & all transcripts) must be received by **March 1st**. To be considered for spring acceptance in January, a completed application (application, fee, & all transcripts) must be received by **August 1st**. Acceptance to the program is based on previous academic history, results of pre-admission testing, and performance in any required or prerequisite course work. Admission is offered to qualified applicants on a space available basis.

* An applicant who meets all admission requirements is not guaranteed admission to the program. The College retains the right to immediately dismiss an 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 them from clinical rotations.

Applicants with English as a second language may find it beneficial to take the TOEFL, Test of English as a Foreign Language, to assess their English knowledge and take supplemental English as a Second Language (ESL) courses to improve language foundation.

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 SCHS nursing program.

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, nor will it be represented as a requirement of the Accreditation Commission for Education in Nursing (ACEN).

Advanced Placement:

SCHS nursing students who have been unsuccessful in two nursing courses and are out of the nursing program may be eligible to apply for advanced placement using the guidelines as outlined in this policy. Only students who have completed NURS 210 or NURS 220 may apply. Students who are dismissed are not eligible for advanced placement.

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 or governing organizations.
3. Document in the student's permanent record the basis on which the transfer of credit was accepted and identification of the institution or governing organization from which the credit was transferred.

Steps and/or Procedures in Implementation of Policy:

1. Applicants requesting transfer of nursing credits into the School of Nursing must meet all general admission criteria. Applicants must submit a course syllabus including objectives and hours of instruction from the previous institution.
2. Applicants who have successfully completed course work in another registered nursing program may request transfer into the NURS 120 or NURS 130. Advanced placement will not be given beyond NURS 130.
3. Applicants must successfully complete a written exam or standardized test, math competency test, and clinical performance skills in all courses in which transfer of credits is being requested.
4. All fees for the testing and skills competencies must be received prior to taking the tests. The applicant is responsible for contacting the Admissions Office to schedule an appointment to take the required test(s).
5. Applicants requesting transfer of credits will need to schedule an appointment with the Nursing Program Director or designee for skills competency. A list of skills will be given to the applicant at the time this appointment is made. The reference book for the procedures will be the program's current fundamentals text. A copy of the text will be available in the Medical Library. Applicants will need to contact the staff in the Medical Library to make an appointment to review the materials.
6. Skills competency will be completed by a designated school official. Competency forms will be kept in the student's permanent files. The Nursing Program Director will notify the Admissions Office of the course entry level within two weeks of the completed skills competency demonstration.
7. Criteria for course placement:

Testing Criteria column must be completed before completing any Skills' Competencies

Course placement	Testing Criteria 1 Attempt	Skills Competencies 2 Attempts (each attempt will incur a fee)
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NURS 120	<ul style="list-style-type: none"> • NURS 110 exam (passing grading per college grading scale) • Math competency testing (achieve 80%) 	Successful completion of all NURS 110 competencies (Applicant will be allowed two attempts for each competency; a fee will apply per competency)
NURS 130	<ul style="list-style-type: none"> • NURS 110 and 120 exams (passing grading per college grading scale) • Math competency testing (achieve 80%) 	Successful completion of all NURS 110 and NURS 120 competencies (Applicant will be allowed two attempts for each competency; a fee will apply per competency)

8. The Admissions Office will notify the applicant of credits accepted and of the course placement.

Contact

For further information about SCHS programs and course offerings, please contact the Admissions Officer, at 804.765.5800.

Curriculum Plan for AAS in Nursing

Semester I	Total Credit Hours	Theory Hours	Lab Hours	Simulation Hours	Clinical Hours
*Nursing 110: Fundamentals of Nursing	8	75	45	0	86
*Nutrition	3	45	0	0	0
*Anatomy & Physiology I	4	45	45	0	0
	15	165	90	0	86
Semester II					
*Nursing 120: Adults I	8	75	30	4	86
*Anatomy & Physiology II	4	45	45	0	0
*Developmental Psychology	3	45	0	0	0
	15	165	75	4	86
Semester III					
*Nursing 130: Women's Health/Mental Health	7	60	0	8	127
*Microbiology	4	45	45	0	0
*English Elective	3	45	0	0	0
	14	150	45	8	127
Semester IV					
*Nursing 210: Adults II/Pediatrics	9	75	0	8	172
*English Elective II	3	45	0	0	0
*Elective	3	45	0	0	0
	15	165	0	8	172
Semester V					
*Nursing 220: Adults III	10	90	0	12	168
*Elective	3	45	0	0	0
	13	135	0	12	168
Totals	72	780	210	32	639

***MUST BE COMPLETED PRIOR TO THE NEXT TERM.**

All of the above courses listed must be successfully completed prior to graduation

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 advisors and upon an investigation of the transfer requirements of the institution to which transfer is contemplated.

Concurrent Courses 30 cr.
Nursing courses 42 cr.
Total credits 72 cr.

Radiation Sciences/Radiologic Technology

The Radiation Sciences Program prepares the student to be a radiographer: a skilled healthcare professional that uses radiation to produce images of the human body. Coursework in the Associate of Applied Science in Radiation Sciences degree program includes clinical rotations to area healthcare facilities, radiographic procedures, radiographic exposure, pathology, physics, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology. Graduates of the program are employed in hospitals, clinics, physician's offices, medical laboratories, government agencies and industry. For more information about careers in radiation technology, visit the O*NET database of occupational information at <http://www.onetonline.org/link/summary/29-2034.01>.

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 Radiological Sciences 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 Radiological Sciences degree is a terminal degree. This means that it is the highest academic degree needed to secure employment in the field. The AAS Radiological Sciences 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 Radiographic Technologists' National exam (ARRT) 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 Radiation Sciences Program does not guarantee employability.

Admission & Prerequisites

The School of Radiation Sciences 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 Radiation Sciences.

I. Admission Criteria*:

- A. Graduate of an accredited high school or GED (General Equivalency Diploma);
- B. Successful completion (C or better) of high school or college developmental courses in Algebra I, Biology, and either Algebra II or Geometry. This is a total of 3 courses.
- C. Successful completion of the following college courses from an accredited institution with a "C" or better:
 - 1. English Composition or Literature – 3 semester credit
 - 2. Algebra, Statistics, or Pre-calculus – 3 semester credits
 - 3. General Psychology – 3 semester credits
 - 4. Human Anatomy & Physiology I & II - 8 semester creditsThis is a total of 5 courses equaling 17 semester college credits.

- D. Prerequisite college courses above with at least a combined 2.5 GPA (Grade Point Average);
- E. Evidence of successful completion of a medical terminology course;
- F. Video upload of interview questions;
- G. Applicants who are not a U.S. citizen by birth must provide immigration or citizenship documentation;
The school does not participate in the SEVIS program;
- H. Negative complete criminal history and child protective screens; and
- I. Negative drug screen.

II. Admission Process:

- A. Application Review
 - 1. Completed application;
 - 2. A non-refundable \$70 application fee;
 - 3. Official transcripts from high school or GED documentation;
 - 4. Official transcripts from all post-secondary education (colleges, universities); if applicable;
 - 5. Successful completion of or registration in prerequisite high school & college courses (B through F in the above admission criteria); and
 - 6. Review of video interview
- B. 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 acceptance in August, a completed application (application, fee, & all transcripts) must be received by **March 1st**. Acceptance to the program is based on previous academic history, latest grade point average (GPA), and performance in any required or prerequisite course work. Admission is offered to qualified applicants on a space available basis.

* An applicant who meets all admission requirements is not guaranteed admission to the program. The College retains the right to immediately dismiss an 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 them from clinical rotations.

Applicants with English as a second language may find it beneficial to take the TOEFL, Test of English as a Foreign Language, to assess their English knowledge and take supplemental English as a Second Language (ESL) courses to improve language foundation.

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.

Professional Development

SCHS offers a Mammography course based upon the number of student applications received. This course meets the MQSA and ARRT education requirement for certification and included introduction to breast sonography. The course is offered to Registered Radiographers RT® and to second year radiography students. Course content includes instrumentation and quality assurance, patient education

and assessment, positioning and interventional procedures, image evaluation and technique, anatomy and physiology, pathology, digital mammography, MQS regulations, ACR accreditation and ARRT requirements.

Contact

For further information about SCHS programs and course offerings, please contact the Admissions Officer, at 804.765.5800.

Curriculum Plan for AAS in Radiation Sciences

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
*Elective	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	45	0
Human Anatomy & Physiology II	4	45	45	0
College Algebra or Statistics	3	45	0	0
English I	3	45	0	0
General Psychology	3	45	0	0
Medical Terminology	0	0	0	0
Totals	83	849	162	990

*Required co-requisite electives:

English II, Social Science, History, Art, Music or Theater, Philosophy- (Ethics)

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 goal of the program is to prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. 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.

Professional Credentials

RDMS: Registered Diagnostic Medical Sonographer (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.

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 School of Diagnostic Medical Sonography 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 Diagnostic Medical Sonography.

I. Admission Criteria*:

- A. Graduate of an accredited high school or GED (General Equivalency Diploma);
- B. Completion of a human health career program to include **DIRECT** patient contact work experience within the field (clinical full or part-time) [minimum of 500 hours]. Proper documentation of work experience **MUST** be submitted with application;

- C. Human health care license and/or certification such as a Radiologic Technologist, Registered Nurse, Respiratory Therapist, Licensed Practical Nurse, Emergency Medical Technician, and Certified Nursing Assistant (list not inclusive) must be current with no limitations applied;
- D. Successful completion of the following coursework from an accredited institution with a “C” or better:
 - 1. Medical Terminology
 - 2. Human Patient Care
 - 3. Medical Ethics & Law
 - 4. General Pathophysiology
 - 5. Algebra or Statistics**
 - 6. Physics or Radiation Physics**
 - 7. Human Anatomy & Physiology (completed within 10 years) **
 - 8. English Composition**
 - 9. General Psychology**

** Denotes coursework completed at the college level;
- E. Prerequisite coursework above with a combined 2.5 GPA or better;
- F. Video upload of interview questions;
- G. Applicants who are not a U.S. citizen by birth must provide immigration or citizenship documentation. The school does not participate in the SEVIS program;
- H. Negative complete criminal history and child protective screens; and
- I. Negative drug screen.

II. Admission Process:

- A. Application Review
 - 1. Completed application;
 - 2. A non-refundable \$70 application fee;
 - 3. Official transcripts from high school or GED documentation;
 - 4. Official transcripts from all post-secondary education (colleges, universities); and
 - 5. Review of video interview.
- B. 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 spring acceptance in January, a completed application (application, fee, & all transcripts) must be received by **August 1st**. Acceptance to the program is based on previous academic history, results of pre-admission testing, and performance in any required or prerequisite course work. Admission is offered to qualified applicants on a space available basis.

Prerequisite courses must be successfully completed prior to final acceptance into the Diagnostic Medical Sonography program. Prerequisite courses must be evaluated as equivalent to program requirements in order to be accepted. These courses can be taken at any accredited institution.

Acceptance to the program is based on previous academic history and prerequisite grade point average (GPA).

Applicants with English as a second language may find it beneficial to take the TOEFL, Test of English as a Foreign Language, to assess their English knowledge and take supplemental English as a Second Language (ESL) courses to improve language foundation.

Transfer of Program Credits

No transfers of program credits are accepted from outside institutions. 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.

Contact

For further information about SCHS programs and course offerings, please contact the Admissions Officer, at 804.765.5800.

Curriculum Plan for AAS in Diagnostic Medical Sonography

Semester I	Total Credit Hours	Theory Hours	Lab Hours	Clinical Hours
DMS 200: Introduction to Ultrasound	2	30	0	0
DMS 220: Cross Section	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 Ultrasound	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 Psychology	3	45	0	0
Totals	67	600	240	900

Expenses & Financial Information

Pursuing an education in the health science field involves a great deal of time, effort and money. It is an enormous investment and requires careful consideration and evaluation. In order to make the best and most informed choices, students should make every effort to understand the educational program, the requirements, facilities, dropout rates, full cost of attendance, refund policies and financial aid programs.

Changes in federal or state policy could affect the information printed in this catalog. Complete and current information on financial aid is available from the Financial Aid Office upon request.

Full/Part-Time Status

Students taking 12 or more credits per semester at SCHS are considered full-time students. Course loads of fewer than 12 credits are considered part-time.

Tuition and Fees

The College makes every effort to ensure that opportunities for higher education are available to all who desire them. As such, every effort is made to keep expenses at a minimum and to offer a comprehensive financial aid program for all students enrolled in the College.

- Tuition and fees must be paid by the deadline or enrollment will be subject to cancellation
- Tuition and fees which are not paid on time will be assessed a late fee
- Tuition and fees are subject to change each academic year
- There may be additional fees associated with each program. The following detailed listings represent tuition and fees. The Financial Aid Department determines state residency based on information shared after acceptance into a program.

Current tuition rates and fees may be obtained on the College website, www.srmconline.com.

Tuition payment in full is due by the due date listed on the student's invoice each semester. Students will not be admitted to class if full payment is not received. **Students should be prepared to finance their own personal needs.**

Other Fees & Charges

Students are required to purchase the necessary textbooks and supplies prescribed in the curriculum program they are entering. Students may purchase books and supplies from the College's virtual bookstore (MBS Direct), or they may elect to order from another vendor. The student is responsible for purchasing the correct edition of any required textbooks as outlined in the course syllabi.

The College offers educational opportunities at a minimum cost to the student. Co-Requisite courses can be taken at any accredited institution. Affiliation agreements exist with Portage Learning to enable students to utilize Financial Aid for payment. Tuition is calculated per credit hour and is set by each institutions governing board and as such SCHS has no control over their tuition and fees.

Uniforms, patches, health fees, licensing or certification examination fees are the responsibility of the student

All checks and money orders must be payable to "Southside College of Health Sciences". **No student will be allowed to graduate, receive transcripts, register for a new semester, or considered for re-admission if there is an unpaid balance on his or her account.**

Failure to meet financial obligations to SCHS may cause the College to take action, including but not

limited to:

- Late fees
- Deny registration to subsequent courses
- Deny re-admission to the College
- Deny admission to class or clinical
- Withhold grade reports, transcripts
- Deny participation in graduation activities and withhold degree
- Withhold verification of the applicants credential's for licensure or certification

Refund Policy

Students who withdraw from SCHS may be refunded tuition upon the following schedule:

Fall and Spring Semester Calculations

Date of Official Withdrawal	Percent of Tuition Refunded*
During the first week of the semester	100%
During the 2 nd - 4 th week of the semester	50%
During the 5 th - 8th week of semester	25%
After 8th week of semester	0%

Summer Semester Calculations

Date of Official Withdrawal	Percent of Tuition Refunded*
During the first week of the semester	100%
During the 2 nd – 3rd week of the semester	50%
During the 4 th - 6th week of semester	25%
After 6th week of semester	0%

*All refunds will be issued to students within 45 days.

Cancellation Clause:

A student may cancel their decision to attend a program within five (5) business days of signing an enrollment understanding with the College and receive 100% of all monies paid minus service fees. Cancellation must be provided in writing to the Director of Enrollment Management.

Refund of Title IV Financial Aid will be calculated after the Institutional Refund is applied and if the student officially withdraws before the 60% enrollment period. The College returns any unearned portion of the financial aid in accordance with federal guidelines.

Title IV funds are awarded to students with the understanding that the student will attend classes for the entire period of time specified when the assistance is awarded. When a student withdraws, he or she may no longer be eligible for the entire amount of Title IV funds he or she was originally scheduled to receive. If the recipient withdraws from College during the semester, then the amount of the grant or loan must be recalculated. Students should be aware that the requirements to return Federal Title IV funds may result in a balance due to SCHS. If the amount that was dispersed to the student is greater than the amount earned, then the remainder must be returned. The calculation of and return of the Title IV funds is determined by the date of withdrawal.

Credit Balances

SCHS **does not** allow credit balances to be carried over into the next semester; therefore, credit balances will be distributed as stated below for Title IV funds and Non-Title IV Funds. Any credit balance less than \$1.00 will be carried forward to the next semester unless the student is graduating at the end of the current semester.

Title IV Funds

Upon the disbursement of Title IV funds, by crediting a student's account and the total amount of credited funds exceeds the amount of tuition, fees, and other authorized charges assessed by SCHS, a residual check will be sent to the student for any credit balance on the student account no later than 14 days after the balance occurred.

Non-Title IV Funds (Scholarships, VA Benefits, etc.)

Upon the disbursement of scholarships, VA Benefits, or other Non-Title IV funds, by crediting a student's account if the total amount of credited funds exceeds the amount of tuition, fees, and other authorized charges assessed by SCHS, a residual check will be sent to the student for any credit balance on a student account once all funds are processed.

Financial Aid

The College encourages prospective students who desire to enroll in a program but are experiencing financial difficulties to apply for assistance through the Financial Aid Office. Financial assistance for educational costs may be available in the form of scholarships, grants, loans, or a combination thereof. While there are limited amounts of funds available for these purposes, every effort is made by the institution to assist those students who need financial assistance.

The purpose of financial assistance for students is to provide resources for students who without such resources would not be able to attend SCHS. All students who wish to apply for financial aid must complete the Free Application for Federal Student Aid (FAFSA) form. In order to complete and submit the application electronically, go to www.fafsa.ed.gov and use the College code **012744**. A "FAFSA on the Web" worksheet is available online to assist you in completing the application. Information provided on the FAFSA and the amount of funds available for distribution determines the award amount. The total cost of the financial aid awarded should never exceed the cost of attending SCHS.

Most financial aid is awarded on the basis of need, rather than scholastic aptitude. The amount of an award will vary and depends upon the students demonstrated and verified financial need. Financial aid will only be awarded to students who are in compliance with the state and federal laws and regulations for receiving aid. Students are encouraged to keep in close contact with the Financial Aid Department for financial resource updates and changes.

Financial aid awards from scholarships, grants and loans may be applied to the cost of attending SCHS and are generally credited directly to the student's account. Qualifying students are entitled to purchase necessary textbooks at the College's virtual bookstore (MBS Direct) with Financial Aid voucher. Please see Financial Aid Officer for more details.

Application Procedure

Students in need of financial assistance are requested to follow this application procedure:

1. Apply for a PIN (Personal Identification Number). This is an electronic access code that will serve as your personal identifier and also allow you to complete the Free Application for Federal Student Aid (FAFSA). Go to www.pin.ed.gov.

2. Complete the application for federal and state financial aid and submit electronically using the College's school code, **012744**. Go to www.fafsa.ed.gov to apply for financial aid.
3. After determination of scholarship and grant award, an award notification letter will be sent to the student. Any student who has not received an award notification within three to four weeks of the date he or she received a SAR (Student Aid Report) should contact the Financial Aid Office. Students that do not meet the criteria for federal or state grant programs will be notified of their non-eligible status.

Retention of Financial Records

Financial records are maintained by the Financial Aid Department for a period of 3 years from the last date of attendance. These records are kept under double lock and key and can be accessed by the department staff upon request.

Satisfactory Academic Progress

All students, which include eligible financial aid recipients, are required to meet satisfactory academic progress (SAP) according to Federal Regulations and policies set by SCHS. The intent of these policies is to make sure that all students are making measurable progress toward completion of an approved degree program in a reasonable period of time and within a reasonable number of credit hours attempted in their program of study.

All students' progress will be measured both quantitatively (time-based) and qualitatively (grade-based). In addition to a student's cumulative grade point average, students are also required to pass a percentage of all attempted coursework, and to complete their program of study within the maximum time frame established by the College, in order to remain in good standing. To reasonably measure a student's satisfactory academic progress, academic records will be evaluated (including credit hours earned at other post-secondary institutions and transferred into the student's program of study at SCHS). Satisfactory Academic Progress will be measured at the end of each completed semester.

Standards of Progress

Standards of progress are set by the U. S. Department of Education and SCHS. In order to meet the standards and continue to receive federal funding or remain in the program, the student must:

- a. Maintain a cumulative 2.0 grade point average (CGPA).
- b. Successfully complete 67% of all classes in which they have registered.
- c. Complete the program for which they have registered within 150% of the program length.

Maximum Timeframe Guidelines

Semester I (20% of RN & RAD program requirements must be completed) (25% of DMS program requirements must be completed)	Semester II (40% of RN & RAD program requirements must be completed) (50% of DMS program requirements must be completed)
<u>Diagnostic Medical Sonography</u> : 12 core credits <u>Radiation Sciences</u> : 10 core credits & 3 co-requisite credits <u>Registered Nursing</u> : 8 core credits & 7 co-requisite credits	<u>Diagnostic Medical Sonography</u> : 12 core credits <u>Radiation Sciences</u> : 11 core credits & 3 co-requisite credits <u>Registered Nursing</u> : 8 core credits & 7 co-requisite credits

Semester III (60% of RN & RAD program requirements must be completed) (75% of DMS program requirements must be completed)	Semester IV (80% of RN & RAD program requirements must be completed) (100% of DMS program requirements must be completed)
<u>Diagnostic Medical Sonography</u> : 16 core credits <u>Radiation Sciences</u> : 9 core credits & 3 co-requisite credits <u>Registered Nursing</u> : 7 core credits & 7 co-requisite credits	<u>Diagnostic Medical Sonography</u> : 10 core credits <u>Radiation Sciences</u> : 11 core credits & 3 co-requisite credits <u>Registered Nursing</u> : 9 core credits & 6 co-requisite credits
Semester V (100% of RN & RAD program requirements must be completed)	Semester VI and VII (RN & RAD) Semester V and VI (DMS)
<u>Radiation Sciences</u> : 10 core credits & 3 co-requisite credits <u>Registered Nursing</u> : 10 core credits & 3 co-requisite credits	**These semesters are only used if the student has failed or withdrawn from previous semesters. The addition of these 2 semesters allows students to complete their program within 150% of the allotted time. **

If a student's academic performance drops below the required 2.0 GPA for any semester, he or she will be placed on probation and must develop and implement an academic progress plan in conjunction with his or her Program Director, Director of Remediation and Retention. The student will be allowed to continue in the program and will be eligible to receive federal funds. Elements of the plan that must be included in order to receive federal funds are: 1) statement of the problem, 2) methods/actions to resolve the problem, 3) a reasonable timeline in which to complete the actions, and 4) expected outcome of the plan. The plan must be approved by the Program Director, and signed by the student and Program Director. Failure to complete the plan will result in loss of federal funds, possible loss of any scholarships, and delayed or denied entry into the College's programs. The academic progress plan will be reviewed prior to the student's re-entry and included as part of the re-application information.

Students who are placed on academic probation will receive a letter from the Financial Aid Office and the Director of Enrollment Management. Following a program failure or dismissal, the Financial Aid Office will send a certified cancellation letter via United States Postal Service to students who are no longer eligible to receive federal funds. Please refer to individual program handbooks for additional academic progression requirements.

Appeals

The right to appeal is available to any student whose financial aid eligibility has been cancelled because of failure to meet progression standards.

Satisfactory Academic Progress - Steps and/or Procedures in Implementation:

1. Students who have registered for classes but do not attend within the first week are reported to the Director of Enrollment Management, by faculty, as "never attended." The Director of Enrollment Management notifies the Financial Aid Office that students will be dropped from class. Financial aid awards, received by students reported as "never attended," will be adjusted appropriately.
2. Only classes required for the students' major are funded by financial aid. Students will not receive financial aid for audited classes or classes not in the student's major.
3. In order to measure a students' satisfactory progress towards a degree requirement, the students' total academic record at SCHS must be evaluated whether or not the student received financial aid for the entire period of enrollment.

4. The Financial Aid Office will send a letter to any student who is placed on financial aid probation/conditional status or a cancellation letter to any student who is no longer eligible to receive financial aid.

Scholarships

Southside College of Health Sciences receives financial support for student scholarships from endowed funds, community organizations, and foundations that provide funds for students who meet their qualifications and requirements. This assistance is applied to the costs for the specified academic year.

SRMC Work Waiver

Southside Regional Medical Center (SRMC) in collaboration with the College offers a Work Waiver program through for students enrolled in the diagnostic medical sonography and nursing programs. Students who have completed one semester and have a cumulative GPA of 2.5 may be eligible for the SRMC Work Waiver. Information and applications for the SRMC Work Waiver are provided at the conclusion of the first semester.

For eligibility requirements on all scholarships and a listing of scholarship information, please visit our Financial Aid Office.

State & Federal Program

Lifetime Learning Credit

A tax credit (up to \$2000) of total qualified tuition and related expenses of the students in the taxpayer's family (i.e., the taxpayer, the taxpayer's spouse, or an eligible dependent) who are enrolled in eligible educational institutions. A taxpayer cannot claim both a Lifetime Learning Credit and a Hope Scholarship Credit for the same student in the same year.

Federal Pell Grant

Grants are awarded to eligible undergraduate students who have **not** earned a bachelor's or professional degree. Eligibility is based on need, credit hours enrolled and PELL lifetime eligibility usage.

William D. Ford Federal Direct Loans

The U.S. Department of Education provides funds that are guaranteed by the federal government. Student loans are borrowed money that must be repaid with interest. Students must be enrolled at least six (6) credit hours each semester to be eligible. Returning students must have earned at least twenty-four (24) credit hours to be eligible to borrow a second-year loan.

There are two types of Federal Direct Stafford Student Loans:

- Subsidized loans are available to students who demonstrate sufficient financial need;
- Unsubsidized loans are awarded to students who do not demonstrate financial need and are responsible for the interest for the entire life of the loan.

All students graduating or withdrawing from SCHS who have accepted and received Title IV funds (Federal Pell Grant and Federal Stafford Loan) must complete a mandatory exit counseling via www.studentloans.gov

Federal PLUS Loans to Parents

Long term loans made to parents of dependent students. A separate application is required.

Federal Supplemental Educational Opportunity Grant (FSEOG)

Grants awarded to undergraduate students who have not earned a bachelor's degree. Eligibility and award

are based on financial need.

Veterans Educational Benefits

The Veterans Administration determines the eligibility of students requesting Veterans Educational benefits. The College will process the necessary documentation; certify enrollment and the students' academic progress. Students who are receiving veteran's educational benefits are required to maintain satisfactory academic progress. Prospective students who are eligible, or believe they may be eligible to receive veteran's educational benefits, should contact the Financial Services Specialist at the College for further information.

Academic Policies

Academic Integrity

Accountability for one's actions, personal responsibility, and integrity are key values in healthcare. In keeping with these values, SCHS students are expected to demonstrate integrity in the classroom and clinical settings. Students will be held accountable for engaging in violations of academic integrity prior to and during their enrollment with SCHS. Breaches of academic integrity are unacceptable and may result in disciplinary action, including but not limited to, denial of admission or dismissal from the program.

Violations of Academic Integrity:

The following definitions of academic dishonesty represent some basic types of behavior deemed unacceptable. The list is intended to define common breaches of academic integrity, but is not intended to include all infractions. Any act of academic dishonesty or misconduct is subject to disciplinary action.

- A. *Plagiarism* – Failure to cite the source of submitted work; submitting material that is in any part not entirely one's own work without crediting those portions to the correct source(s).
- B. *Cheating* – Includes, but is not limited to: Attempting to use or using unauthorized materials or study aids; copying another student's work; using notes or aids during a quiz or exam; giving or receiving information or assistance on work when it is expected that each student does his/her own; obtaining, stealing or reproducing an unauthorized copy (not previously distributed to any class) of a quiz, or examination to be administered prior to the time of the examination; allowing another person to do one's work and then submitting it under one's own name; submitting identical or similar papers in more than one course without prior permission from the course faculty; altering a grade in any manner; or any action which creates or obtains an unfair advantage over another student's academic work.
- C. *Fabrication* – Falsifying or inventing any information, data or citation; knowingly providing any misinformation on records or unofficial documents.
- D. *Misrepresentation of academic records* – Altering any document affecting academic records; forging signatures; falsifying any information on any document, application, reference, transcript, report, letter, or any form submitted to SCHS.
- E. *Unauthorized use of school records* – Entering or gaining access (without permission) to any secured area (including faculty or any administrative offices, data center, computers, filing cabinets) where confidential documents, school records or examinations may be stored.
- F. *Facilitating dishonesty of another student* – Providing material, information or assistance to another student with the knowledge that such information could result in any of the violations described in this policy; or providing false information in connection with any inquiry regarding the academic integrity of a student.

Depending upon the nature of the infraction, the student will be subject to disciplinary action which may include, but is not limited to one or a combination of the following:

- A. Requiring the student to recreate the work or do supplementary work;
- B. Assigning a grade of "F" or "zero" to the work;
- C. Dismissing the student from the course, program and/or the College.

Accountability for implementation of this policy rests with the faculty, staff, administration, and students at SCHS.

Attendance

In order to meet course objectives and achieve academic success, regular attendance is necessary. Absences can affect course grades and academic standing/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 Director of Enrollment Management 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, any student absent for 5 consecutive instructional days** after the last day on which the student actually attended the school will be dropped by the Director of Enrollment Management. 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.).

The following attendance requirements will be imposed:

Semester	Tardy* Allowance	Additional Tardiness	Weeks in Semester	Absence Allowance	Additional Absence
Fall & Spring	One	Count as Absent	15	More than three lowers course grade by one GPA	Six = Course Failure
Summer	One	Count as Absent	12	More than two lowers course grade by one GPA	Four = Course Failure

Instructors have the option of imposing additional restrictions regarding attendance or setting additional expectations of the student in the classroom and/or lab.

*A tardy is defined as a student missing any portion of class time (arriving late or leaving early).

Canvas will reflect the student being tardy.

Notification of Absence:

A student who is ill or otherwise unable to attend a class as scheduled should notify the instructor via email or voicemail prior to the beginning of class. REMINDER: The student is responsible for missed assignments and material during an absence.

Policy Implementation:

1. Faculty will take roll at the start of class time.
2. Faculty will be responsible for noting when a student arrives late or leaves class early.
3. Following the end of class, the Course Coordinator or Lead Instructor will log into their course(s) in Canvas and input attendance.
4. Weekly, the Director of Enrollment Management will run an attendance report for each class.
 - a. At the 3rd consecutive day of absence, The Director of Enrollment Management will reach out to the course faculty member regarding the status of the student.
 - b. **Any student absent for 5 consecutive instructional days after the last day on which the student actually attended the school will be dropped from the course(s) and administratively withdrawn from the school.**
5. The Course Coordinator or Lead Instructor will issue a SCAN once the student has reached his/her first absence/tardy, see chart above.
 - a. The Course Coordinator or Lead Instructor will advise the student regarding the number of tardies or absences that have been accumulated in relation to his/her success in the course(s).

- i. The Course Coordinator or Lead Instructor must follow the procedures on how to document the SCAN in SONIS via the SCAN policy.
6. If a student reaches the maximum number of absences for the enrolled semester, the faculty will inform the Program Director and Director of Enrollment Management to begin the failure/dismissal process.
 - a. See the Failure/Dismissal Policy.

Auditing Courses

Individuals who request to audit a course must have been a Southside College of Health Sciences (SCHS) enrolled student within the past year. Students who withdraw from or fail a course may not audit the remainder of the course. Auditing must be declared 30 days prior to the start of a semester and an individual cannot go from credit to audit or audit to credit. Auditing is dependent on space availability. Only the theory hours of a course may be audited. For more information, refer to the curriculum plans in the School Catalog. No clinical course may be audited. Individuals wishing to audit must contact the Director of Enrollment Management to complete Conditions for Auditing Form. Approval from the Program Director is required prior to the onset of any audit and will be based on classroom space availability. Upon approval of completed Conditions for Auditing Form, the Director of Enrollment Management will notify the course faculty that the individual will be auditing. Individuals approved to audit a course must register for each course and pay half the tuition for each course audited, as well as required resource and activity fees for the corresponding semester. Financial aid is not available for audited courses. Individuals auditing a course will not participate in examinations, papers, or other evaluative processes. No grade or degree credit will be received for an audited course. "AU" is printed on the academic record upon completion of the course. Payment of tuition and fees is due by the due date on the student's invoice. Students who have not paid will not be granted access to class until payment is received. Students may pay by cash, check, money order or credit card. All payments should be made to SCHS. A late fee of \$150 will be assessed for payments received after the due date.

Children/Pets in the College

Specific guidelines have been established for children under the age of 18 and pets on the facility's grounds/buildings to support a productive learning/working environment and to reduce the risk of injury that may occur with their presence.

1. It is inappropriate for children of faculty/staff/students to be present during the hours of business.
2. No child is permitted in a clinical setting.
3. SCHS is sensitive to child-related circumstances and provide the following provisions:
 - a. Children may be brought on campus for brief or incidental visits, less than 30 minutes when situations dictate (i.e. following or before a physician's visit, an approved educational event).
 - b. Children present on the campus must be under the direct supervision of the student/employee. At no time will the child's supervision be delegated to another employee or student nor will children be left unattended.
 - c. The employee or student who brought the child to the facility is responsible for all aspects of the child's behavior and assumes responsibility for the child's safety and financial obligations.
4. The faculty/staff/student may be directed to remove a child that is disruptive to the learning/working environment or whose presence violates this policy.
5. This policy is not intended to prohibit children/minors from being on the premises during school sponsored/approved events.
6. **SCHS do not assume responsibility for any incidents related to the child presence on campus.**

Confidentiality

Maintaining confidentiality is an important aspect of professional behavior, and includes concepts related to ethics and law. It is essential that the healthcare 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 insure 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 School.

- A. All medical information/records/reports regarding a client are confidential. This information will not be given to other individuals unless proper authorization is obtained.
- B. 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.
- C. 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.
- D. All computer system access codes and passwords that have been assigned are confidential. Access codes are not to be disclosed to anyone. The MIS department should be contacted immediately if there is a reason to suspect the confidentiality of an access code has been compromised.
- E. All client, associate 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 and names obscured. Records may not be reproduced, transmitted, transcribed or removed from the premises in any form.
- F. 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.
- G. Student must adhere to the specified guidelines while practicing in an area of healthcare where special mandates concerning confidentiality exist (i.e. psychiatric nursing).
- H. 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 School.

The above list should not be considered as all-inclusive. It is understood that the specific hospital policy will be enforced in regard 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. Students will be required to follow the general guidelines: (a) wear approved program clinical uniform, medical scrubs, or school issued polo and black scrub bottoms when attending class, lab, and school related functions at the College, (b) wear approved program clinical uniform in the clinical setting, (c) ID badges must be worn on the upper part of the torso, with the student's name showing, (d) offensive odors are not acceptable; for example: body odor, cigarette smoke and strong fragrances, and (e) clothing must be clean, free of stains, tears, and neatly pressed.

Lab and/or clinical attire:

- A. Hair should be under control so it does not interfere with tasks. Clinical areas: hair should be "pulled" back, worn short in length or worn up at all times.

- B. Extremes in dyed hair color and/or unnatural hair colors are not permitted as this does not promote a professional environment (ex: blue, green, pink, purple, etc.)
- C. Cloth headbands and scrunchies are not allowed;
- D. Beards and mustaches should be clean and trimmed and not a safety or infection control hazard for patients or employees.
- E. Jewelry is permitted when it does not present a safety or infection control hazard to the patients or employees.
 - Clinical-no more than approximately 1 inch in diameter or length (earrings)
 - Non-clinical-no more than approximately 2 inches in diameter or length (earrings)
- F. Nose rings, tongue rings, facial rings, or other visible body piercing adornments are **not** permitted. Earrings are limited to no more than 2 per ear and must be studs 4 mm or less in diameter. Expanders are not allowed.
- G. Jewelry is limited to the previously mentioned earrings, one band style ring (no protruding stones), a watch, and any needed medical alert bracelets or necklaces;
- H. Visible tattoos are not allowed and must be covered when in the clinical setting;
- I. Stethoscope covers are not to be used;
- J. Chewing of gum is **not** permissible;
- K. Make up should be moderate;
- L. Fingernails should be short to moderate length. Clinical/service areas-artificial, overlay, wraps, Gel, Shellac tips, bonding and design wrappings are not allowed due to high risk of harboring bacterial and/or fungal infections. Polish must not be chipped. Clear fingernail polish may be worn, but must be free from chips or cracks;
- M. Neutral colored undergarments must be worn and should not show through the uniform;
- N. Fit of uniform pants must be appropriate for bending/lifting and patient care activities;
- O. Hose or socks must be worn at all times and must be free of ornaments/designs;
- P. Hemlines of the uniform should be of appropriate length, pants should not drag the ground and dresses should be at or below the knee.
- Q. All students are required to wear shoes (as specified per program) that do not present a safety hazard. Shoes and laces must be clean.
 - Not permitted-sandals, crocs, flip flops, etc. (nothing between the toes)
 - Clogs are allowed within certain clinical areas, as defined in departmental specific dress codes.

Attire not permitted in classroom, lab, or clinical areas:

- A. Sleeveless shirts
- B. Denim clothing
- C. Leggings
- D. Sweat/jogging suits
- E. Halter tops
- F. Tee shirts (SCHS T shirts may be worn on Fridays)
- G. Tank tops
- H. Skirts/dresses unprofessional in length
- I. Visible undergarments and low necklines
- J. Culottes
- K. Shorts (any length)
- L. Skorts
- M. Midriffs blouses

- N. Backless dresses and blouses
- O. Tight & revealing clothing, including leggings or stirrup pants
- P. Hats/caps, unless part of the uniform and SRMC logo

NOTE: It is the responsibility of SCHS faculty and staff to enforce these requirements.

Email and Internet Use

Internet and email access at SRMC may be used for carrying out the mission, goals, and objectives of SRMC in instruction, research, client care, and public service. Internet and email access at SRMC is not a right, but a privilege. Any email addresses or accounts assigned by SRMC are the property of SRMC. Internet and email users at SRMC are required to comply with state and federal law, College' policies, and normal standards of professional behavior.

Internet and email access is provided by and paid for by SCHS. Failure to follow appropriate guidelines may lead to the revocation of internet and email access and further disciplinary action. Faculty and staff must adhere to the Community Health Systems (CHS) Internet usage policy posted on the CHS website.

If a student has withdrawn/failed, access to SONIS, Canvas, Outlook email will remain active for nine (9) months from the last date of attendance.

Evaluation of Student Performance

Each student's performance in the course is evaluated on a regular basis by the faculty. Timeframes and process for the evaluation will be shared with students at the beginning of each course. Grade reports are available to the students upon request and at the midterm and end of each semester. Grade notification is not considered official until posted by the Director of Enrollment Management.

Time Commitment Necessary to Earn Course Credit

SCHS subscribes to a philosophy commonly held by institutions across higher education: achievement of success with college-level study will necessitate that the student devotes both scheduled 'in-class' time as well as significant 'out-of-class' time to meeting course outcomes. In order to successfully achieve all outcomes for this 3-credit hour course, it is expected that each student will participate in the scheduled 'in-class' lecture and dedicate an approximate total of 90 hours during the session for class preparation and work time. Out-of-class time will be necessary for completing textbook readings and related assignments, preparing for midterm and final exams/ final project.

Example: Tasks & Time Allocation for this 3-Credit Hour Course Based on a 15 Week Semester:

Tasks	Approximate Time*	Hours
Participation in a 3-credit lecture class	45 hours per semester	
Completion of textbook readings , non-graded and graded assignments	Minimum of 5 hours per week	60
Preparation for midterm exams (estimate 2 exams)	Minimum of 10 hours per exam	20
Preparation for the final project/ final exam	Minimum of 10 hours per semester	10
Minimum Hours per Semester		90

****Special Note:** This is intended to be a time management tool. The approximate times listed above are for planning purposes, as you prepare your week as an online student. Time must be allocated appropriately to achieve maximum results during your time in this class. Failure to plan may yield less than desirable outcomes. **

Failure/Dismissal

Students that interrupt the completion of their program sequence, either by failure or withdrawal from a course, may re-enroll in any course only once. During a student's enrollment, failure of any two (2) SCHS program courses will result in ineligibility to remain in the program. Students should be aware that failure of any one course in the program indicates that their continued enrollment in the school is at risk and should seek assistance from the faculty or designated faculty member for remediation.

A student who exhibits behaviors that are unsafe or that do not meet professional standards may be:

- A. Directed to leave the clinical setting, classroom, or SCHS campus;
- B. Refused admission to clinical agency/classroom, school classroom, or SCHS campus; and/or
- C. Terminated from the course and/or program/school.

A student may be administratively dismissed for the following reasons:

- A. Failure to adhere to the rules and regulations of the program /School;
- B. Failure to adhere to the professional Standards of Practice; and/or
- C. Failure to meet financial obligations to the School.

Faculty must complete the Student Counseling Action Notice (SCAN) if any of the above situations occur.

Any student who is administratively dismissed is ineligible for re-enrollment into any College program.

When dismissed from the Program/School, the student must return the following to their Program Director:

- A. Identification badge and parking decal;
- B. Library and school materials that were not purchased by the student; and
- C. Any other school or hospital, agency property issued for use in the course of study.

Please see additional policies/requirements/standards in specific program handbooks.

Family Educational Rights and Privacy Act of 1974 (Buckley Amendment)

Under the Family Educational Rights and Privacy Act (FERPA) of 1974, the rights of the student and the responsibilities of the institution concerning the various types of student records maintained by the institution were established. In keeping with and in support of this legislation, SCHS has established the following guidelines to ensure compliance.

Failure to comply with these prescribed standards could jeopardize federal funding received by the institution and its students.

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and its subsequent amendments, SCHS students have the right to review, inspect and challenge the accuracy of certain information kept in their education records unless the student waives this right.

Education records are those which:

- 1. contain information which is directly related to a student; and
- 2. are maintained by an educational agency or institution or by a party acting for the agency or institution.

Retention of Education Records

Hard copies of education records are maintained by the Director of Enrollment Management for a period

of three (3) years from the last date of attendance. After three (3) years, these records are archived electronically. All records are kept under double lock and key with access only given to the Director of Enrollment Management.

SCHS is required by FERPA regulations to provide students with annual notification of their FERPA rights.

Access to Education Records

1. Procedure to Inspect Education Records
 - a. Students may inspect and review their education records upon request to the School. Students shall submit to the School a written request that identifies as precisely as possible the record or records he or she wishes to inspect.
 - b. The School will make the needed arrangements for timely access and notify the student of the time and place where the records may be inspected. Access must be given within 45 days from the receipt of the request.
 - c. When a record contains information about more than one student, the student may inspect and review only the records that relate to him/her. Review of records may take place only under the supervision of the Director of Enrollment Management.
2. SCHS reserves the right to refuse to permit a student to inspect the following records:
 - a. The financial statement of the student's parents;
 - b. Letters and statements of recommendation for which the student has waived his or her right of access, or which were placed in a student file before January 1, 1975;
 - c. Records which are part of unsuccessful applications to SCHS programs. Students initially denied admission but whose subsequent applications are successful may not access the records of the prior unsuccessful application; and
 - d. Those records that are excluded from the FERPA definition of education records.
3. Right to Obtain Copies of Education Records
 - a. A student may obtain copies of his or her education records from the Director of Enrollment Management upon submission of a written request and payment of a standard fee to cover duplication, reasonable labor costs and postage, if applicable.
 - b. SCHS reserves the right to deny copies of transcripts or education records in the following situations:
 - i. the student has an unpaid financial obligation to SCHS; or
 - ii. there is an unresolved disciplinary action against the student.

Directory Information

The College reserves the right to disclose directory information without prior written consent, unless notified in writing to the contrary by a student by the deadline date established by the School in which the student is enrolled. SCHS has designated the following items as Directory Information: student name, School-issued identification number (A#), addresses (including electronic), telephone number, date and place of birth, field(s) of study or program(s), participation in officially recognized activities, photographs, enrollment status, dates of attendance, degrees, awards and honors received, and previous schools attended.

Disclosure of Student Education Records

SCHS may disclose information from a student's education records only with the written consent of the student, except:

1. To those School officials who have a legitimate educational interest in the records;

2. Upon request, to officials of non-SCHS schools in which a student is enrolled or seeks or intends to enroll, or with which SCHS has an academic or clinical affiliation;
3. To the Comptroller of the United States, the Secretary of the U.S. Department of Education, state and local educational authorities or to the Attorney General of the United States, when the Attorney General of the United States seeks disclosures in connection with the investigation or enforcement of federal legal requirements applicable to federally supported education programs;
4. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or condition of the financial aid or scholarship, or to enforce the terms and conditions of the aid or scholarship;
5. If required by a state law requiring disclosure that was adopted before November 19, 1974;
6. To organizations conducting certain studies for or on behalf of SCHS;
7. To accrediting organizations to carry out their functions;
8. At the discretion of School officials, to parents of an eligible student who claim the student as a dependent for income tax purposes;
9. To comply with a judicial order or a lawfully issued subpoena, provided that SCHS makes a reasonable effort to notify the student of the order or subpoena in advance of compliance, when the order or subpoena does not prohibit such notification;
10. To appropriate parties in a health or safety emergency;
11. To parents of students aged 18-21 who have been determined by SCHS to have violated any SCHS policy governing the use or possession of alcohol or a controlled substance, or who have violated federal, state or local law governing such use or possession;
12. To a court, with or without a court order or subpoena, education records that are relevant for SCHS to defend itself in legal action brought by a parent or student, or education records that are relevant for SCHS to proceed with a legal action SCHS initiated against a parent or student;
13. To a court when relevant for SCHS to proceed with legal action which involves SCHS and the student as parties.

Record of Requests for Disclosure of Student Education Records

Southside College will maintain a record of all requests for and/or disclosures of information from a student's education records made by individuals not associated with SCHS. The record of requests for education records will indicate the name of the party making the request and the legitimate interest the party had in requesting or obtaining the information. Such listing of those given access to a student's record may be reviewed by the eligible student.

Corrections/Challenges to Content of Student Education Records

1. A student has a right to a hearing to challenge education records which the student believes are inaccurate, incomplete, misleading or otherwise in violation of the privacy or other rights of the student, but a student does not have a right to a hearing on matters of academic judgment.
2. Following are the procedures for the correction of education records:
 - a. The student identifies the part of the education record he/she wants changed and specifies his or her reasons.
 - b. If a satisfactory solution of an issue cannot be reached informally, SCHS must hold a hearing within 60 days after receiving a student's written request for such a hearing. The hearing shall be before an SCHS official who does not have a direct interest in the outcome of the hearing.
 - c. The SCHS official will prepare a written decision based solely on the evidence presented at the hearing within 21 days of such hearing. The decision will include a summary of the evidence presented and the reasons for the decision.
 - d. If SCHS decides that the challenged information is inaccurate, misleading, or in violation of the student's right of privacy, it will amend the record and notify the student, in writing that the record has been amended.

- e. If it is determined that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the student will be notified that he or she has a right to place in his or her education record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision; the student's statement will be maintained as part of the student's education records as long as the contested portion is maintained. If SCHS discloses the contested portion of the record, it must also disclose the student's statement.

Questions about FERPA and this SCHS policy concerning the release of student information should be directed to the Director of Enrollment Management at 804.765.5800.

Grading

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

GRADING SCALE			
Letter Grade	NURS DMS/RAD Class/Lab THEORY	NURS CLINICAL	DMS & RAD CLINICAL
A	93-100	Sat	93-100
B	86-92	Unsat	86-92
C	80-85		80-85
D	74-79		
F	0-73		0-79

1. An average grade of 80% or greater in each course is required for progression.
2. The specific method used in determining individual course grades is identified in the course syllabus.
3. In calculating the final grade, 0.5-0.9 will round up to the next numerical grade and 0.1-0.49 will round down to the next lower numerical grade. Classwork, homework, quiz, and exam grades will not be rounded down or up.

Grade point averages (GPAs) are a comprehensive evaluation of a student's academic standing; and are computed each semester and cumulatively. Grade points are calculated by multiplying the number of credits earned in a class by the numeric equivalent of the letter grade. The GPA is calculated by dividing the sum of grade points earned by the total number of credits attempted. Required courses which are taken prior to enrollment at the College will not count toward the GPA calculation. 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. GPA's will not be rounded.

Final course grades are assigned points as follows:

- A** 4 points per credit
- B** 3 points per credit
- C** 2 points per credit
- D** 1 point per credit
- F** 0 points per credit

- I** (Incomplete) 0 points per credit
- AU** (Audit) 0 points per credit
- W** (Withdrawal) 0 points per credit

In order to graduate from the College, a student must obtain at a minimum cumulative GPA of 2.0 (80%) or higher.

GPA Calculation

The College uses the grading system described above.

To calculate the number of points earned in a course, multiply the points for the final grade by the number of credit hours for that course. For example, if a student receives a grade of B in a 10 credit hour course, the total number of points earned equals 3 points multiplied by 10 course credit hours for a total of 30 points.

A student's GPA is calculated by dividing the total number of points earned by the number of credit hours for which grades of A, B, C, D, F, I, AU, W are received.

The following is a sample of a grade point calculation:

COURSE	GRADE	GRADE POINTS	CREDIT HOURS	POINTS
DMS 261	B	3	* 3	= 9 points
DMS 271	A	4	* 5	= 20 points
DMS 250	B	3	* 4	= 12 points
TOTAL			12	41

Dividing the total number of points (41) by the total number of credit hours (12), the resulting GPA is 3.42.

Credit Hour Definition

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

One semester (a minimum of 15 weeks in length) credit is equal to:

- a. One hour of lecture per week for a semester or the equivalent number of hours.
- b. Two hours of lab per week for a semester or the equivalent number of hours.
- c. Three hours of clinical per week for a semester or the equivalent number of hours.

Credit conversion formula:

15 classroom hours=1 credit

30 lab hours = 1 credit

45 clinical hours = 1 credit

Academic Advisement

Academic advisement is an important component of faculty-student relationships. Either the faculty or student may initiate academic advisement. Each incoming student will be assigned a faculty advisor. Additionally, faculty for each course will provide advisement including a corrective plan of action documented in writing when the need is identified or whenever a student is in danger of failing in either

classroom or clinical performance.

Faculty will provide academic advisement in cases including, but not limited to the following:

1. The student's grade point average falls below a 2.0.
2. The student asks for help with related issues, needs further assistance with studying or other special circumstances

Academic Progress

Academic progress of each student is reviewed continually. Those students whose academic performance is unsatisfactory are counseled, the required standards are identified and a plan of action is created. Should the prescribed standards or plan of action not be met, the student may be dismissed from the program.

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 Enrollment Management.

Grades of "I" (Incomplete)

A grade of "I" in a course indicates that the student is making satisfactory progress at the end of the semester, but, due to extenuating circumstances, is unable to complete the courses requirements. When an incomplete is given, the student must be given written documentation signed by the instructor and Program Director outlining the work that must be completed. A copy of this form must be submitted to the Director of Enrollment Management with the end of semester grades. All work must be completed within five academic days of the beginning of the next semester in order for the "I" to be removed and changed to a letter grade by the instructor. If this is not accomplished, the grade will convert to "F" and the student will be dropped from enrollment.

Grades of "W" (Withdrawal)

A grade of "W" in a course indicates the student withdrew from the College prior to/on the "Last Day to Withdraw without Academic Penalty". For more information on withdrawing, please refer to the Withdrawal Policy.

Grades of "WF" (Withdrawal Failure)

A grade of "WF" in a course indicates the student withdrew from the College after the "Last Day to Withdraw without Academic Penalty" or did not officially withdraw from the College. For more information on withdrawing, please refer to the Withdrawal Policy.

Graduation Requirements

All students should refer to the "Academic Programs" section of this catalog and the program handbooks for information about the courses required for graduation. Students should meet with course faculty and/or faculty advisors when questions arise. The final responsibility for meeting program and graduation requirements remains with the student.

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.

Academic Honors

Students who achieve a GPA of 3.50 – 4.00 each semester, and have no grades of “I” will be recognized as being on the Vice President’s List.

Students who achieve a GPA 3.15– 3.49 each semester, and have no grades of “I” will be recognized as being on the Director’s List.

Commencement

In order to participate in Commencement, students must be enrolled in:

1. One of the last two semesters of the Nursing Program; or
2. The last semester of the Medical Imaging programs (Radiation Sciences or Diagnostic Medical Sonography.)

Student dress at the ceremony must be business attire under the cap and gown.

In order to graduate and receive a degree, students must meet the following criteria:

1. Candidates must complete and submit the Intent to Graduate form to the Director of Business Operations by the specified date;
2. Successfully complete:
 - a. The final three semesters of the Nursing or Radiology programs at SCHS; or
 - b. All requirements of the Diagnostic Medical Sonography Program;
3. All requirements for the degree must be satisfactorily completed with a program grade point average of at least 2.0 in Nursing or a 2.5 in Medical Imaging; and
4. Complete all financial obligations to SCHS.

Students who achieve a GPA of 3.00 – 3.14 each semester, and have no grades of “I” will be recognized as being on the Academic Honor’s List.

Conflict Management

If the situation concerns an individual course, the student should begin resolution of the situation by talking directly with the involved faculty member(s). If the situation is not resolved during a conference between the student and the faculty member(s), the student may meet with the Course Coordinator. If not resolved at this stage, then the student may confer with the Program Director.

If the situation concerns the curriculum in the overall program, the student is to contact the faculty member, Course Coordinator, or the Program Director. If unable to resolve the conflict using the above process, the student has the option to initiate the grievance process.

Grievance/Appeal

The grievance and appeals policy and procedures are to ensure prompt and equitable solution of disputes of an individual student. Grievances and appeals are student issues of perceived injustice causing the student to believe that she/he has been unfairly placed at a disadvantage. Both the grievance and appeal process includes an informal and formal resolution process. Students are required to pursue the informal resolution process first. Should the informal resolution process not meet the student’s satisfaction, the student is required to follow the formal process outlined below.

NOTES:

1. This policy does not apply to decisions resulting from a disciplinary action that involves the safety and well-being of a patient or other healthcare worker. Substance abuse policy and Dress code violations are not grievable.

2. Due to the requirements of different organizations that accredit each program, parts of this policy may or may not be applicable. In such cases, additional information and/or clarification will be made available to the student and can be found in each program's Student Handbook. In the event another resolution process applies, such as those of differing programs, regulatory provisions or otherwise, the Policy may not be available or a grievance/appeal may be ceased in order to avoid issues such as overlapping inquiries and duplication.

Policy:

A final course grade in question by a student should be resolved between the course faculty and the student, and is not normally considered grounds for an appeal. For an appeal of a course grade to be considered, it must be based upon one or more of the following: (1) mathematical or clerical error; (2) arbitrariness, or (3) personal malice.

If the grievance process proceeds to a formal phase, the Appeals panel will be convened. The Appeals panel will consist of:

- No more than 2 employees from each of the following; School of Nursing, School of Radiation Sciences, School of Diagnostic Medical Sonography, and Administrative Support
- One student randomly selected from each program, and
- Chairperson appointed by the Vice President or designee

Informal Phase:

The student shall initiate the informal process within three (3) school business days following the incident. The student is to meet with the involved party(ies) to discuss the incident with the goal of the meeting being resolution of the grievance. Within five (5) school business days following the meeting, the faculty member must render a written decision to the student. Should this decision not produce a satisfactory settlement, the student has three (3) school business days in which to notify the individual and the Program Director, or designee that the decision is being appealed and progressing to the formal phase.

Formal Phase:

STEP 1: The student must submit the Appeal Form (posted on the LMS) to the Program Director, or designee.

STEP 2: Program Director, or designee will render a written decision to the student within five (5) school business days.

STEP 3: Should the student wish to appeal this decision, he/she will have three (3) school business days to utilize **one** of the following options:

1. Submit a copy of the original Appeal Form with additional documentation (listed below), to the Appeals Committee Chair or designee, see Step 4;
2. Submit a copy of the original Appeal Form with additional documentation (listed below), to Vice President

The following additional documentation required must be typed, double-spaced, signed, and dated by the student to include:

- Witness(es) and date(s) when relevant (be concise and specific)
- Current contact information for the student
- Name the person(s) or policy involved in the appeal
- State the act or decision being challenged

- State why the action or decision is unjust or not within policy
- State the requested resolution
- Brief description of the student's attempt to resolve

STEP 4: The Appeals panel convenes and provides a forum for all involved parties to discuss the issues and evidence related to the appeal within 10 school business days from the date in which the Appeal Form and additional documentation were received by the Committee Chair or designee.

STEP 5: Following the Committee's deliberation process, the Committee Chair or designee will have five (5) school business days in which to notify the student, the Vice President, and school officials on a need-to-know basis in writing of the Committee's decision. The decision shall be binding on all parties.

Note: If the finding or resolution of an appeal at any step in the process is not appealed within the allotted days as indicated for each phase/step, said appeal will be considered to be settled on the basis of the last decision rendered. Should the school representative (s) not respond within the prescribed time frames, the student may exercise the option to proceed to the next step.

Student Complaints

Student complaints, which cannot be resolved by direct negotiation with the school in accordance with its written appeal and grievance policy, may be filed with the State Council of Higher Education for Virginia, 101 N. 14th Street, 9th Floor, James Monroe Building, Richmond, VA 23219. All such complaints must be in writing.

Non-Retaliatory Statement

A student will not be subject to unfair actions as a result of initiating a complaint proceeding.

Immunizations

Students are responsible for maintaining their immunizations uploading current documentation in CastleBranch before expiration date. All students are required to have an annual TB and FIT testing screening for which the school will provide. For more information, refer to the Student Immunization and Health History Policy in the Admissions section of the catalog.

Inclement Weather

The decision to close the College will rest with the Vice President or designee. The primary mission of SCHS centers on the education of adults seeking a career in health care. **Decisions about canceling classes or clinical or closing of the College will not be influenced by the public school system closing. Therefore, it is imperative that individuals with children make alternate plans for those occasions when public schools are closed, but SCHS is open.**

The decision to drive in inclement weather conditions is a personal one. As with any position in a health care profession, the School cannot accept responsibility for that decision. Faculty and students are expected to use their judgment in traveling to and from clinical or class. Weather conditions are likely to vary from one region of the service area to another. Faculty members should work with students who are unable to attend due to hazardous road conditions. However, if the School is open and the student chooses not to attend, the attendance policy will still apply.

1. No announcement means that SCHS will be open and operate on a normal schedule.
2. Students in clinical rotations, field work, etc. must follow individual program policies & guidelines pertaining to inclement weather. All faculty members should implement a call list at the beginning

of each semester to use in case of class/lab/clinical cancellation, or delay in the start time (i.e. two hour delay).

3. The School will remain open for faculty and staff if at all possible. If the nature of the weather conditions are severe enough to force early closure of the building, security, and the Southside Regional Medical Center communications center will be notified by the Vice President or designee. Faculty and staff will be notified by the Disaster Chain of Communication and students will be notified by their course faculty using the call list.
4. If a faculty member is unable to reach the School or clinical site for supervision of class/lab/clinical activities, the faculty member may elect to cancel and reschedule the class/clinical to another date or time.
5. The faculty member is responsible for contacting the Course Coordinator and the respective unit to which the students were assigned if there is a delay in the start time or cancellation of a clinical rotation.
6. Nursing students are not allowed to work on the units without an instructor present. Radiology and Sonography students who arrive prior to the clinical instructor must check with the department supervisor for assignment.
7. Students are responsible for class work missed due to cancellations, delays, or closings.

Infectious/Communicable Diseases

SCHS recognizes that students with communicable illnesses or diseases may wish to engage in as many of their normal activities as their condition might allow; including educational and work goals. Furthermore, the School is aware of the complexity of the medical, legal, and social problems that can be associated with chronic illnesses and diseases.

Students who have a communicable disease will not be excluded from enrollment or have restricted access to School services or facilities unless the student's health status poses a direct threat to the health and safety of the student and/or others.

During the performance of clinical practice students may come in contact with patients who have AIDS/HIV, Tuberculosis (TB), Hepatitis B and other types of infections. Such contact may expose students to infectious agents that could place them at risk for contracting a communicable disease, and/or unknowingly transmit disease to others. During pregnancy, the fetus may also be at risk. Illness, injury, or exposure to a disease may require diagnostic procedures, prophylactic intervention, follow-up treatment, counseling or a combination of the same. **The School is not liable for health care costs incurred or associated with the student's illness or injury resulting from clinical activities.**

To protect the health and safety of the students enrolled at SCHS, as well as that of patients, faculty and staff, SCHS requires the following:

- A. Pre-exposure prophylactic immunizations against specified infectious/communicable diseases and FIT testing
- B. Initial Tuberculosis (TB) screening (two-step method) and annual follow-up
- C. Post-exposure follow-up and/or treatment for infectious/communicable diseases such as AIDS/HIV or tuberculosis
- D. Initial and ongoing training and testing for clinical competence in blood-borne pathogens and tuberculosis

Per the Occupational Health and Safety Administration (OSHA), all students who engage in clinical activities must receive initial and annual instruction in the use of universal precautions and other precautions applicable to care of patients with infectious/communicable diseases. This training may be accomplished at the School, or the employing agency. Evidence of certification, the date, and post-test results are required annually and must be maintained on file. It is the student's responsibility to ensure the

test results are submitted to the Student Health Nurse annually. A copy of the certification will be placed in the student's health record.

Students enrolled at SCHS must comply with the infectious/communicable disease policies and procedures of the facility in which they are assigned for clinical. In addition, students must adhere to SCHS policies, and all state and federal regulations, statutes and mandates regarding same.

Student refusal to care for patients with an infectious/communicable disease:

Refusal to care for patients with an infectious or communicable disease is not in keeping with the core values and competency expectations for students at SCHS. It is expected that students will provide the same standard of care to individuals with a known or suspected communicable disease as they would for any other patient to whom they are assigned. In cases when clinical practice presents more than a minimal risk to the student, such as students who are immuno-compromised, the student may be temporarily reassigned. However, it should be noted that this would be a temporary reassignment, rather than one continued for the duration of their enrollment at the College.

Leave of Absence

Southside College of Health Sciences has no Leave of Absence (LOA) policy.

Non-Academic Student Concern

Southside College of Health Sciences is committed to providing students with an avenue to discuss problems, express concerns, and to work with school officials toward resolutions. These concerns should be general in nature and not related to instruction or academic matters. Concerns may include, but not limited to, concerns about the parking lot, bathroom maintenance, classroom cleanliness, and facility issues.

Students who have concerns that involve instruction or academic matters should refer to the College Catalog – Grievance and Appeal Policy and Procedure.

PROCEDURE:

- Student concerns must be submitted electronically on the [Non-Academic Student Concern Form](#) to the Director of Business Operations.
 - The Non-Academic Student Concern Form can be found on CANVAS in RES 100.
- The Director of Business Operations will forward concerns to responsible school official.
- The concern will be reviewed and an electronic resolution will be rendered to the student within 5 (five) business days.

Physical or Emotional Health Problems

A student may be dismissed from a program at SCHS if in the faculty's assessment the student:

1. engages in conduct which endangers the public safety on campus and/or clinical sites;
2. has a mental or physical disability or uses any substance, including alcohol, that may impair the student's ability to function in class, lab or clinical;
3. engages in conduct that deceives, defrauds, or harms the public; or
4. suffers injuries or illnesses which restrict or limit participation in clinical activities.

Unless the student's conduct warrants immediate dismissal (refer to the Failure/Dismissal policy), the student will be advised privately and given an opportunity to correct the problem(s) within a designated period of time. Discussions between the school representative and the student regarding the problem(s) will be documented as a plan of action.

This plan may include a referral to the Employee Assistance Program (EAP). If after the designated

period of time, the student does not show significant improvement in physical, emotional, or behavioral problems, the student may be dismissed from the program and a grade of “F” assigned.

Documentation of the discussion and the plan of action must be signed by the involved parties; refusal to sign these documents does not release the student from responsibility. The original document must be forwarded to the Director of Enrollment Management to become part of the student’s permanent record. A copy of the documentation will be given to the student, retained by the school representative, and forwarded to the appropriate individuals. The plan of action will also become a part of the student’s cell record in the computer storage system, on the school LMS.

Professional Conduct

All faculty and students are expected to refrain from acts of professional misconduct. Professional misconduct is construed as any violation of the following provisions:

1. Faculty and students assume responsibility for individual and professional judgments and actions. Also, it is expected that they will seek consultation and clarification on professional actions in which there is uncertainty. It is further expected that they will continue to maintain the competence of their practice.
 - a. Students always assume responsibility and accountability for judgments and actions at his/her level of knowledge and expertise.
 - b. Faculty and students exercise informed judgment and use individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating to others.
2. It is expected that faculty and students will respect and uphold the rights of all clients by:
 - a. providing service with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems; and
 - b. safeguarding the client’s right to privacy by judiciously protecting information of confidential nature.
3. It is expected that faculty and students will protect the client against incompetent, unethical, or illegal practice by:
 - a. participating in the profession’s efforts to establish and maintain conditions of practice conducive to high quality of care;
 - b. participating in the profession’s efforts to implement and improve standards of care;
 - c. participating in the profession’s efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of the profession;
 - d. collaborating with members of the health profession and other citizens to promote community and national efforts to meet the health needs of the public; and
 - e. assuming responsibility for reporting incompetent, unethical, or illegal practice to the appropriate authority (i.e., incident reports, etc.)
4. It is expected that faculty will respect and uphold the rights of students by:
 - a. maintaining confidentiality of student records;
 - b. obtaining or disseminating to the appropriate persons only information strictly pertinent to student’s current academic performance;
 - c. treating the student as a person of worth and dignity; and
 - d. advocating for students.

5. It is expected that faculty, staff and students will adhere to the “Community Cares Standards of Behavior” and the Code of Conduct signed upon acceptance of employment or admission to the College.

Program Evaluation

Students are responsible for evaluating the curriculum and faculty as it relates to their learning experiences. The surveys will be proctored by a designated staff member no earlier than 3 weeks prior to the completion of the semester. The staff member will distribute the forms, answer any questions and remain in the room until all students have completed their survey and placed them in the envelope provided.

The information submitted on the evaluations will be tabulated by a designated staff member, with results provided to the Course Coordinators, and course faculty member 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.

Readmission

Readmission to programs offered at SCHS is **not** guaranteed, regardless of the reason for withdrawal or dismissal. Students are admitted on a space-available basis for each course. Any student who desires to be readmitted must request readmission by submitting a “Letter of Intent to Return” to the Director of Enrollment Management per the individual program policy. More information on readmission can be found in the program Student Handbooks.

Requests for Accommodations

Under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are guaranteed certain protections and rights of equal access to programs and services. The following policy is established to ensure that a clinically documented disability meets the criteria set forth by Southside College of Health Sciences and that students with disabilities have equal access to the programs and activities of the College.

Students and applicants who request accommodations are guaranteed certain protections and rights to equal access under the Acts listed above. In order to provide these accommodations, documentation must indicate that the disability substantially limits one or more major life events, such as, but not limited to, seeing, hearing, performing manual tasks, walking, caring for oneself, and/or learning (reading and writing).

Title I of the Americans with Disabilities Act of 1990 requires provision of reasonable accommodations to qualified individuals with disabilities, unless to do so would cause undue hardship. Reasonable accommodations are not required if the School is not aware of the need or if providing the accommodation would cause undue hardship or alter the fundamental nature of the program.

A diagnosis of a disability alone does not automatically qualify an individual for an accommodation under the ADA. It is the individual's responsibility to obtain and submit the required documentation and any additional information or testing when a request is made. Documentation should be submitted as early as possible at least four (4) weeks prior to the anticipated need; however, students may request accommodations at any time during their enrollment. It is the responsibility of the student who has received approval for accommodations

for a documented disability to notify the course faculty of the need for any reasonable accommodations or modifications prior to the beginning of each and subsequent semester or at least seven (7) business days to allow faculty time to prepare and make the necessary arrangements.

The College will not release any information regarding the student's diagnosis or medical information without the student's informed written consent, or where required by law. Student records regarding learning disabilities are filed in the student's academic file in the secure file room under double lock and key with access controlled by the Director, Enrollment Management.

STEPS:

1. Students need to contact the Administrative Assistant to Vice-President.
 - a. To receive the [Request for Accommodations Form](#).
 - b. To schedule an appointment to meet with Vice-President to review and resolve questions and share resources (e.g. EAP and potential providers).
2. Student will need to make an appointment with a certified or licensed professional evaluator to conduct the evaluation.
 - a. The name, title, and professional credentials of the evaluator, including information about license or certification, as well as the area of specialization (e.g. licensed psychologist), and state and area of employment must be clearly stated in the documentation submitted.
 - b. Examples of individuals generally considered to be qualified to evaluate disabilities, providing they have the training and expertise in evaluating adults with disabilities: clinical or educational psychologists; school psychologists; neuropsychologists; learning disabilities specialists; medical doctors with demonstrated experience in assessing disabilities in adults if the disability is learning.
 - c. All reports must be in English typed, on official letterhead of the agency or institution, dated, and legibly signed by the professional evaluator who performed the evaluation. Reports must also include contact information for the professional evaluator.
 - d. It is not appropriate for the student to request a professional evaluator who is a member of their family or close friend. Documentation must be current.
 - i. Testing and evaluation must be completed within the last 5 years. The College acknowledges that once an individual is diagnosed with a learning disability that qualifies for protection under the ADA, the disability is normally considered lifelong. However, the severity and manifestations of the condition may change over time. A complete diagnostic reevaluation is no longer necessary for an applicant with an evaluation performed more than five years prior, if the applicant is applying for certain reasonable accommodations.
 - ii. The provision of reasonable accommodations and services will be based upon the current impact of the individual's disability on the individual's academic and clinical performance.

- iii. The College requires students with long standing learning disabilities (greater than 5 years) requesting more extensive accommodations must abide by the 5 year rule and submit documentation for review. Accommodations may include, but are not limited to: extra time for testing, a quiet environment, or etc.
3. The professional evaluator will submit a signed summary report along with the completed portion of the Request for Accommodation Form, sent directly to Vice-President of Southside College of Health Sciences (SCHS) at 430 Clairmont Court, Suite 200, Colonial Heights, VA 23834 via United State Postal Service, UPS, or FedEx. Hand delivery by student or faxed documents will not be accepted.
4. Upon receipt of the summary report and within five (5) business days, the Vice-President will draft a Response Letter for Request of Accommodations which details the accommodations that will be granted. The Administrative Assistant to Vice-President will schedule an appointment with the student to meet with the Vice-President to discuss the response to the accommodations request
 - a. If accommodations are granted, the Vice-President will provide the student with the Response Letter for Request of Accommodations. The student will need to refer back the Student Obligations on how to properly notify faculty.
 - a. If accommodations are not granted, the student may submit request an additional review or the Vice-President may request additional information to be provided by the professional evaluator.

Student Responsibilities

- Review the policy on Requests for Accommodations in the SCHS catalog.
- Contact the Administrative Assistant for scheduling an appointment with the Vice-President.
- Complete an assessment of disabilities/need for accommodations performed by a certified or licensed professional evaluator within the past 5 years.
- Direct that a summary of the professional evaluator's assessment be delivered to the Vice-President by USPS, courier, or private delivery service at least 4 weeks prior to the need for accommodations. Delivery by the student or fax is not acceptable.
- Meet with the Vice-President to review the determination for accommodations based on the summary of the professional evaluator's assessment and what the SCHS is reasonably able to grant as outlined in the Response Letter for Request of Accommodations.
- If eligible for accommodations, the student will schedule an appointment with the course coordinator (nursing) or faculty member (DMS or Radiation Sciences) each semester to review the accommodations authorized and required in the Response Letter for Request of Accommodations.
- Safeguard the confidentiality and privacy of Response Letter for Request of Accommodations.
- Utilize available support services (e.g., EAP, remediation) and accommodations while enrolled in SCHS.

Faculty Responsibilities

- Refer students seeking information about accommodations to the SCHS catalog and to the Administrative Assistant for scheduling an appointment with the Vice-President.

- Encourage students with documented accommodations to privately contact the course coordinator (nursing) or program director (DMS and Radiation Sciences) at the beginning of each semester to support timely communication and limit misunderstandings.
- Hold students with accommodations to the same academic and behavioral standards as other students.
- After being notified by a student who has been granted accommodations, meet with the student to review the statement of accommodations letter and discuss its implementation for the semester.
- Respect and maintain student privacy and confidentiality related to disabilities, accommodation, and related information including the information outlined in the Response Letter for Request of Accommodations.
- Provide accommodations only to students who have a statement of accommodations letter (Response Letter for Request of Accommodations) from the Vice-President.
- Coordinate testing with students who require testing accommodations.
- Communicate specific requirements and responsibilities (e.g., amount of time, quiet environment, etc.) with staff who are acting as test proctors for those with accommodations.

Administration Responsibilities

- Provide information and services for students with disabilities in keeping with the SCHS policy and as required by the Vocational Rehabilitation Act of 1973, Title II of the American with Disability Act of 1990 and the Americans with Disability Act of 2008.
- Respect and maintain student privacy and confidentiality related to disabilities, accommodation, and related information; including the information outlined in the Response Letter for Request of Accommodations.
- Meet with student to provide information on disability services at SCHS. Outline documentation needed to support the request for accommodations. Provide a list of local potential providers who are examples of professional certified, licensed evaluators.
- Review documentation from the professional evaluator to determine eligibility for services and identify reasonable accommodations.
- If needed, request additional information to support a student's accommodation request.
- Compose a Response Letter for Request of Accommodations and provide a copy to the student outlining the specific accommodations.
- Review the Response Letter with the student and discuss its implementation.
- Work with faculty, staff, and students when accommodation-related issues arise.
- Assist faculty and staff with appropriated disability-related training and questions.
- Provide information about policies and procedures regarding students with disabilities.
- Maintain student disability data and documentation.

Staff Responsibilities

- Refer students seeking information about accommodations to the SCHS catalog and to the Administrative Assistant for scheduling an appointment with the Vice-President.
- If proctoring a test for student with accommodations, have clear communication with the faculty about the specific requirements (e.g., amount of time, quiet environment, etc.) granted for the specific student.

- Respect and maintain student privacy and confidentiality related to disabilities, accommodation, and related information; including the information outlined in the Response Letter for Request of Accommodations.

Safety and Technical Standards and Essential Functions

All students are required to be adhere to the following technical and essential functions required to successfully complete the program. Should a student disclose a medical issue, the Program Director and/or Vice-President can require the student to have their primary physician to complete the Safety and Technical Standards and Essential Functions to determine student's ability to meet the requirements.



Safety and Technical Standards and Essential Functions

1. Essential physical/neurological functions: Students must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a femicroscopic image, etc.). Students must possess functional use of the senses that permit such observation.

Standard	Clinical Examples
Tactile: <ul style="list-style-type: none"> • Feel vibrations • Feel differences in sizes, shapes • Detect temperature • Feel differences in surface characteristics • Detect environmental temperature 	Tactile ability sufficient to perform physical assessments, examinations and procedures: <ul style="list-style-type: none"> • Palpate pulses, detect fremitus • Palpate vein • Identify body landmarks • Skin turgor, rashes • Skin temperature • Check for drafts • Detect deviations in skin temperature, solutions, and environment
Visual: <ul style="list-style-type: none"> • See objects up to 20 inches away (e.g., information on a computer screen, skin conditions) • See objects up to 20 feet away(e.g., client at end of hall) • Use depth perception to distinguish elevation • Use peripheral vision • Distinguish color (e.g., color codes on supplies, charts, bed) • Distinguish color intensity (e.g., flushed skin, skin paleness) • Distinguish objects and patient movement in dimed light • Distinguish between various shades of gray and 	Visual acuity sufficient to: <ul style="list-style-type: none"> • Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity such as the ability to identify cyanosis. • Identification of allergic responses such as skin rashes. • Access patient information on computer screens. • Read very fine print on medication labels, monitor strips, equipment calibrations. • Draw up correct quantity of medication labels, monitor strips, equipment calibrations. • Draw up correct quantity of medication into

colors in medical imaging	syringe <ul style="list-style-type: none"> • Read accurately IV infusion pump screens, LED output on electronic devices and monitors. • Distinguish tissue swelling, IV infiltration. • Discriminate among black, several shades of gray, and white on display monitor. • Analyze various color combinations that indicate blood flow on both display and color devices and recorded images
Hearing: <ul style="list-style-type: none"> • Hear normal speaking level sounds (e.g., person-to-person report) • Hear faint voices • Hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes) • Hear in situations when not able to see lips (e.g., when masks are used) • Hear auditory alarms (e.g., monitors, fire alarms, call bells) • Perceive origin of sound 	<ul style="list-style-type: none"> • Assess changes in heart, breath, abdominal, vascular sounds. • Take blood pressure • Recognize electronic device alarms • Monitor multiple patients in clinical setting
Smell: <ul style="list-style-type: none"> • Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells • Detect electrical problems 	<ul style="list-style-type: none"> • Detect odors exhibited by body fluids which may be indicative of disease processes • Detect hot electrical wires

2. Essential motor skills: Students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor capabilities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor function sufficient to fulfill the professional roles toward which each program educates.

Standard	Clinical Examples
Gross motor skills: <ul style="list-style-type: none"> • Move within confined spaces • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (e.g., IV poles) • Reach 6' above floor (manipulate imaging equipment) • Reach below waist (e.g., plug electrical appliance into wall outlets) • Stoop and squat 	<ul style="list-style-type: none"> • Administer medication via all routes including intravenous therapy. • Institute appropriate nursing interventions to stabilize a patient's condition and/or prevent complications. • Position and move patients • Maneuver and inspect equipment
Fine motor skills: <ul style="list-style-type: none"> • Pick up objects with hands • Coordinate eyes and hands/fingers with speed and accuracy in making precise movements 	<ul style="list-style-type: none"> • Adjust environment when providing patient care • Calibrate equipment

<ul style="list-style-type: none"> Grasp small objects with hands (e.g., IV tubing, pencil) Write with pen or pencil Key/type (e.g., use a computer) Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) Squeeze with fingers (e.g., eye dropper) 	<ul style="list-style-type: none"> Draw up solution/medication in a syringe Twist objects with hands Take vital signs, including blood pressure, pulse, temperature, respiratory rates Use pulse oximeter, and electrocardiogram. Insert catheters Pick up or grasp small objects used in patient care, use eye dropper Transmit information via electronic means Write and enter patient information on a patient's record
<p>Physical endurance:</p> <ul style="list-style-type: none"> Stand (e.g., at client side during surgical or therapeutic procedure) for long periods of time – 30" or greater Sustain repetitive movements Maintain physical tolerance for entire work shift 	<ul style="list-style-type: none"> Perform cardiopulmonary resuscitation (e.g., move above patient to compress chest and manually ventilate patient) Stand/walk to complete clinical day (e.g., 8/12 hour shift) Complete assigned clinical practice within an acceptable time period.
<p>Physical strength:</p> <ul style="list-style-type: none"> Push and pull 50+ pounds (e.g., position clients) Support 50+ pounds (e.g., pick up a child, transfer client) Move light objects weighing 0-50 pounds (e.g., IV poles) Use upper body strength (e.g., perform CPR, physically restrain a client) Squeeze with hands (e.g., operate fire extinguisher) Maneuver medical/imaging equipment (e.g., C-arm, portable, ultrasound units) 	<ul style="list-style-type: none"> Position patients Use transfer techniques in moving and lifting patient in all age groups and weights. Assist with ambulation.
<p>Mobility:</p> <ul style="list-style-type: none"> Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb (e.g., ladders/stools/stairs) Walk 	<p>Maneuver in small spaces*</p> <p>Move independently from room to room</p> <p>Twist, bend, stoop, engage in procedures and direct patient care</p> <p>*While health agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move</p>

3. Essential communication skills: Students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.

Standard	Clinical Examples
<ul style="list-style-type: none"> Teach (e.g., client/family about health care) procedures pre and post care 	<ul style="list-style-type: none"> Communicate with patients/clients, family members and health care providers regarding

<ul style="list-style-type: none"> • Explain procedures • Give oral reports (e.g., health care workers) • Speak on the telephone • Influence people • Direct activities of others • Convey information through writing (e.g., progress notes) or using a keyboard 	<p>the individual's plan of care.</p> <ul style="list-style-type: none"> • Read and comprehend printed materials and documents. • Document clearly and correctly on patient's medical record for legal documentation. • Transmit information through written documents that use good grammar, syntax, spelling, and punctuation. • Access laboratory data via automated information system. • Clarify the meaning of non-verbal communication. • Use physical touch as a therapeutic non-verbal intervention. • Present oral reports • Clarify physician orders
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4. Essential judgment skills: Students must exercise good judgment and promptly complete all responsibilities required of each program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisite for all programs.

Standard	Clinical Examples
<ul style="list-style-type: none"> • Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural and intellectual backgrounds • Make judgments based on scientific knowledge and thorough assessment of individual patient situations • Practice in a manner that is non-judgmental and non-discriminatory • Function as a contributing member of an interdisciplinary team • Recognize that decision making occurs in an environment of uncertainty and ambiguities • Demonstrate capacity to make sound decisions when under stress • 	<ul style="list-style-type: none"> • Deliver care within accepted timeframe allowing others to complete their responsibilities to patients • Create climate in which patients feel comfortable and able to make informed decisions about their health care • Practice safe care in high stress and/or ambiguous environments such as ICU, Emergency Department, mental health facilities and the community. • Assume responsibility for acquiring knowledge to provide care or perform procedure.
<p>Occupational Behavior:</p> <ul style="list-style-type: none"> • Ability to protect self and others by implementing appropriate precautions due to possible exposure to communicable disease and/or body fluids, toxic substances. 	<ul style="list-style-type: none"> • Enforcing the ALARA principles at all times during medical imaging/procedures to provide adequate protection for self, patient, and others. • Provide standards precautions for patients with communicable diseases

5. Essential intellectual and cognitive skills: Students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply and evaluate information. Creative problem-solving and clinical reasoning require all of these intellectual abilities. In addition, many candidates must be able to comprehend three dimensional relationships and understand the spatial relationship of structure.

Standard	Clinical Examples
Reading: <ul style="list-style-type: none"> Read and understand written documents 	<ul style="list-style-type: none"> Read and understand English printed documents (e.g., policies, protocols, standards of care). Read measurement marks.
Arithmetic Competence: <ul style="list-style-type: none"> Read and understand columns of writing (e.g., flow sheet, charts) Read digital displays Read graphic printouts (e.g., EKG) Calibrate equipment Convert numbers to and/or from Metric System Read graphs (e.g., vital sign sheets) Tell time using a clock Measure time (e.g., count duration of contractions, etc.) Count rates (e.g., drips/minute, pulse) Use measuring tools (e.g., thermometer) Read measurement marks (e.g., measurement tapes, scales, etc.) Add, subtract, multiply, and/or divide whole numbers Compute fractions (e.g., medication dosages) Use a calculator Write numbers in records 	<ul style="list-style-type: none"> Use measurement tools recognized as central to the care of patients/clients. Perform dosage calculations in a time frame to deliver safe care. Assess and monitor patient status.
Analytical Thinking: <ul style="list-style-type: none"> Transfer knowledge from one situation to another Process information Evaluate outcomes Problem solve Prioritize tasks 	<ul style="list-style-type: none"> Handle multiple tasks and problem solve simultaneously. Assimilate and apply knowledge acquired from multiple learning experiences. Seek supervision and consultation in a timely manner.
Critical Thinking: <ul style="list-style-type: none"> Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information 	<ul style="list-style-type: none"> Analyze assessment data in determining diagnoses. Prioritize tasks. Comprehend and apply abstract concepts.

6. Essential emotional coping skills: Students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

Standard	Clinical Examples
Interpersonal Skills: <ul style="list-style-type: none"> Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with clinical supervisors, mentors, physicians, and /or preceptors Establish rapport with peers 	<ul style="list-style-type: none"> Show respect for the differences in patients/clients and co-workers. Function as a member of an interdisciplinary team (e.g., consult, negotiate, share) Establish rapport with patients/clients. Participate in a manner that is non-judgmental and non-discriminatory. Interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds
Emotional Stability <ul style="list-style-type: none"> Establish therapeutic boundaries Provide client with emotion support Adapt to changing environment/stress Deal with the unexpected (e.g., client going bad, crisis) Focus attention on tasks Monitor own emotions Perform multiple responsibilities concurrently Handle strong emotions (e.g., grief) Ability to adhere to professional boundaries and ethical conduct in accordance with Code of Ethics for Nursing, Imaging, and Diagnostic Medical Sonography professionals. 	<ul style="list-style-type: none"> Function effectively under stress. Assume responsibility/accountability for own actions. Provide patient/family with emotional support Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies). Avoid criminal behaviors such as chemical dependency and abuse.

In an eight hour clinical, the student is expected to be able to:

Activity	Rarely (1-10%)	Occasionally (11-33%)	Frequently (34-66%)
Bend/Stoop			
Squat			
Reach above shoulder level			
Kneel			
Push/pull			

Weight Requirements

Weight Requirements						
Requirements	<u>Never</u>		<u>Occasionally</u>		<u>Frequently</u>	
Activity	Weights					
	0-10 lbs.	11-24 lbs.	25-34 lbs.	35-50 lbs.	51-74 lbs.	75-100 lbs.
Lifting	F	F	F	F	F	O
Carrying	F	F	O	O	O	O
Push/Pull	F	F	F	F	F	F

By signing and dating below, I have reviewed the Safety and Technical Standards and Essential Functions required for SCHS and I am able to meet all standards.

Student Signature

Date

FOR OFFICIAL USE ONLY:

Health Care Provider Signature

Date

Health Care Provider Printed Name

Health Care Provider Contact Information:

Practice Name

Practice Address

Phone Number

College Official (if applicable)

Date

Substance Abuse Testing

The College adheres to the Medical Center's policy and has a drug-testing program for all students enrolled in the programs. The School will adhere to the Drug-Free Workplace Act of 1988, as revised by the Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226). The School will support the laws of the Commonwealth of Virginia as set forth. Each program has codes/provisions outlining the specific criteria.

The substance abuse and testing program is designed to prevent the enrollment and/or advancement of individuals who use illegal drugs or whose use of illegal drugs or alcohol indicates a potential for impaired or unsafe job performance.

The following activities are prohibited while a student is on the campus, or otherwise engaged in campus activities:

- A. The manufacture, possession, use, sale, distribution, dispensation, receipt or transportation of any controlled or illegal substance.
- B. The theft, unauthorized use, or intentional mishandling or misuse of any medication and/or substance that is present at a facility for the purpose of treating patients.
- C. The consumption of alcoholic beverages.
- D. Being under the influence of any substance during school hours, or reporting to School or clinical with detectable quantities of substance.
- E. Performing duties while under the influence of any substance or other drug or medication, whether prescribed by a health care provider or purchased over-the-counter, that causes drowsiness or other side effects that may impair a student's ability to perform his or her activities properly and safely.

Compliance with the substance abuse policy is a condition of enrollment and continuation in the program. Failure or refusal to cooperate fully, submit to any inspection or test, or follow any prescribed course of

substance abuse treatment will be grounds for disciplinary action, up to and including dismissal from the School.

The College reserves the right to suspend or dismiss any student who has been arrested, charged or convicted of criminal offenses related to the manufacture, possession, sale, use, distribution, dispensation, receipt, or transportation of any substances pending resolution of the charges to the College's satisfaction. Students who are convicted of any substance-related violation under state or federal law or who plead guilty or nolo contendere (i.e., no contest) to such charges must inform the School in writing within five days of the conviction or plea. Failure to do so will result in disciplinary action, up to and including dismissal from the program.

Substance Test of Urine

All applicants shall undergo a substance test of urine in accordance with this policy. Applicants whose pre-application substance test is positive for any substance(s), for which the applicant does not possess a lawful prescription, will be ineligible to enroll at SCHS. Any applicant whose pre-enrollment substance test returns positive, regardless of whether or not the substance was disclosed in advance and whether or not cleared by Medical Review Officer (MRO), may be considered ineligible to apply to SCHS if the Human Resources department of SRMC determines that use of the substance for which the individual tested positive renders the individual ineligible for employment.

Other Substance Tests

The College may periodically conduct substance tests based on breath, saliva, urine, blood, and/or hair samples under any of the circumstances noted below. Any student subjected to a substance test will be required to sign a "Substance Test Release and Disclosure Form." Refusal to sign the form or leaving the class/lab/clinical area prior to the substance test without permission of a College designee, or refusal to cooperate in any way with the testing process, will result in immediate dismissal of the student. In the event that the student consents to the substance test, but fails to sign the form, such failure will not invalidate the consent for the testing.

- A. Post-Accident – students must submit to post-injury/accident substance testing following an injury or accident in which they were involved. Students who test positive on a confirmatory substance test required by SCHS:
 - i. may be subject to disciplinary action, up to and including dismissal from the program and the College;
 - ii. will be required to incur the medical and testing costs related to the accident, injury or illness.
- B. Missing substances – where there is a missing administration/handling discrepancy or a substance is missing, all involved in the handling of, or had access to the missing substance shall be required to submit to a substance test immediately. Anyone found to have stolen or diverted any medications of the hospital or agency, is subject to immediate dismissal.
- C. Fitness for Duty – Students suspected to be unfit for duty as a result of the use or suspected use of substances will be subject to substance testing.
- D. Reasonable suspicion/Under the influence – Students may be required to submit to a substance test if a faculty member and/or another individual in a management position have a reasonable belief that the student is using, is under the influence of, or is in possession of substances or has otherwise violated this policy prohibition on the use of substances.
- E. Re-admission to a program – substance abuse tests must be performed before a student is permitted to return to the Program if the student has been out of the Program for 90 days or more.

Random Selection Testing

All students enrolled in Southside College of Health Sciences (SCHS) are subject to random selection drug testing. Three students attending SCHS will be selected per month using a computer random number generator program or other objective random selection criteria for random drug testing. All students will

have an equal chance of being selected at each testing interval. Random selection shall not be based on individual student performance, demographic data, or any individualized suspicion of abuse of substances. SCHS will bear the expense of random drug testing.

Random testing will take place without advance notice. The student will be notified by the School Health Nurse. The student must proceed immediately to have the test completed at the designation directed. Prior to random drug testing, the selected student must sign the SCHS “Substance Test Consent, Disclosure and Release Form” to agree to a random test for substances. If the randomly selected student is unavailable for testing for any reason, (sick, holiday, etc.) he or she may not be permitted to return to class or the clinical area until the student has undergone the substance test.

Follow-Up Scheduled Testing

Follow-up substance testing will apply for currently enrolled students who have had license sanctions or disciplinary actions taken in the 5-year period immediately prior to enrollment in the College; and current students and/or applicants who have had a positive substance test following a voluntary disclosure and who have completed rehabilitation or counseling program acceptable to the College.

Follow-up scheduled unannounced testing will take place for the students described above for a minimum of 12-months (or longer if dictated by the individual’s program) following their date of acceptance, or completion of the rehabilitation/counseling program. Testing dates will be determined and communicated by the Student Health Nurse.

Advance Disclosure

Students who voluntarily disclose substance abuse in advance of submitting to a substance abuse test will be required, as a condition of continued enrollment or re-application, to obtain rehabilitation treatment as determined in the sole discretion of the CEO of the Medical Center. This shall be at the student’s own expense or, if applicable, under the health plan in which the student is covered. In the role of student, there does not exist the ability to re-assign to alternate positions, therefore, the determination will be based upon an evaluation of the student’s ability to safely and effectively perform the competencies and duties of an adult learner in the College.

All students who are permitted to return to the program or re-apply to SCHS following violation of this policy must sign an Acknowledgement of Conditional Reinstatement agreeing to:

- a. participate in a program designated by the facility;
- b. random follow-up testing; and
- c. be responsible for all expenses associated with this testing and/or treatment.

Any subsequent positive test for a substance which the student does not have a valid prescription, as cleared by the MRO, shall result in immediate dismissal from the College.

Positive Result Situation	Outcome
Student/Illegal Substance not disclosed	<ul style="list-style-type: none"> Not acceptable/termination
Student/Illegal Substance/disclosed	<ul style="list-style-type: none"> Acceptance deferred Drug rehabilitation required prior to re-application
Student/Prescription drug with Rx/Not disclosed	<ul style="list-style-type: none"> Review by MRO and Human Resources Status depends upon type of drug Disciplinary action up to and including dismissal
Student/Prescription drug with Rx/Disclosed	<ul style="list-style-type: none"> Review by MRO and Human Resources

Student/Prescription drug without Rx/Not disclosed	<ul style="list-style-type: none"> • Review by MRO and Human Resources • Status depends upon type of drug • Disciplinary action up to and including dismissal
Student/Prescription Drug without Rx/Disclosed	<ul style="list-style-type: none"> • Review by MRO and Human Resources • Disciplinary action up to and including revocation of application and/or dismissal
Applicant/Illegal Substance	<ul style="list-style-type: none"> • Not eligible for enrollment
Applicant/Prescription Drug with Rx/Not disclosed	<ul style="list-style-type: none"> • Not eligible for enrollment
Applicant/Prescription Drug with Rx/Disclosed	<ul style="list-style-type: none"> • Review by MRO, Human Resources and Appeals Committee
Applicant/Prescription Drug without Rx	<ul style="list-style-type: none"> • Not eligible for enrollment

All test results must be reviewed by an MRO. It is the responsibility of the MRO to identify and interpret positive test results, discuss with the individual tested the impact of any voluntarily-disclosed prescriptions or over-the-counter medications, validate prescriptions for disclosed medications, and report his or her findings to the College.

In addition, any student enrolled in one of the Programs at the College exhibiting, in the opinion of the student's instructor or other supervising professional and confirmed by the opinion of another professional, at any time sensory or behavioral symptoms indicative of being under the influence of mind altering substances will be required to have a drug test performed. In clinical facilities where drug testing is not available, the student will obtain a designated driver, leave the facility, and report to the Student Health Nurse or designee immediately. The student is responsible for all expenses associated with this testing and/or treatment.

If the drug screen is positive or if a student refuses to be tested for any reason, the student will obtain a designated driver and leave the facility. The student may be dismissed from the program and College, and advised to seek rehabilitation. The student will be considered for readmission following one semester suspension, documented counseling and appropriate treatment by an accredited agency.

Test records will be kept separate from the student's academic file, and are maintained in a secure file room. No information will be released without written consent of the student or applicant or as required by law or legal process. Test records for applicants will be handled in the same manner as those for currently enrolled students.

Southside Regional Medical Center and the College afford due process to all students in accordance with the law.

Withdrawal

A student may elect to withdraw from the College due to personal reasons or unsatisfactory academic performance or clinical performance.

Withdrawal is defined as a student who withdraws, drops out, or is dismissed or otherwise fails to complete the period of enrollment for which he/she was charged.

Students who have not attended class or clinical for three (3) consecutive days or who initiate the withdrawal procedure are considered to be withdrawn from the program.

Procedures:

The following steps must be completed to officially withdrawal from the College.

1. The student must complete and submit the Institutional Withdrawal Form (located on RES 100) to the Program Director. The Program Director is responsible for forwarding the Institutional Withdrawal Form to the Director of Enrollment Management (DOEM).
 - a. The Date of Withdrawal on the Institutional Withdrawal Form will be used to compute the tuition reimbursement (if any) and course grade, (i.e. “W” or “WF”) or by the last recorded date of attendance by the student (as documented by the institution) in the case of a student who unofficially withdraws or otherwise fails to complete the program.
 - i. A student who elects to withdraw prior to/on the “Last Day to Withdraw without Academic Penalty”, the transcript will reflect a grade of “W”.
 - ii. A student who elects to withdraw after the “Last Day to Withdraw without Academic Penalty” or does not officially withdraw by submitting the Institutional Withdrawal Form, the transcript will reflect a grade of “WF”.
 - b. If the student elects to be considered for readmission, the student will also need to complete the Letter of Intent to Return Form (located on RES 100) and maybe required to meet with their Program Director to discuss readmission. Readmission is specific to each program. Please reference your program student handbook regarding readmission.
2. Upon receipt of the Institutional Withdrawal Form, The DOEM will notify Director of Financial Aid and Billing Specialist to initiate the Return of Title IV funds and/or tuition refund (if applicable).
3. The Program Director will issue a SCAN outlining a plan of action as stated in the Readmission Policy; attach it to the notification of intent to withdraw; and document the SCAN and meeting in SONIS.
4. The student must return all College/SRMC badges and radiation monitoring (Radiation Sciences students) to the Program Director. The Program Director will give the badges to the Director of Business Operations.
5. The student may be required to meet with the Director of Financial Aid and Director of Remediation & Retention (if available).
 - a. Financial aid recipients should be aware that withdrawals will affect their “Satisfactory Academic Progress for Financial Aid” requirements and may require that a portion of the unearned aid be repaid or refunded. Therefore, it is imperative that financial aid recipients seek additional information concerning loans, scholarships, or grants from the Director of Financial Aid officer upon withdrawing from the course and/or program.
 - b. The student will also be responsible to complete the required Exit Counseling via www.studentloans.gov.
6. The Director of Enrollment Management will notify all appropriate College personnel regarding the student’s withdrawal.

NOTE: It is the student’s responsibility to ensure that the Institutional Withdrawal Form has been received. Failure to complete any or all of the steps listed above will result in inability to be readmitted/forfeiture of transcripts and account holds.

Use of School Resources

The College services and property, including the College and parent organization’s name are to be used solely for the purpose of School business by students, faculty, staff and recognized groups.

Students are responsible for assuring that School assets and resources are used solely for institutional business. These assets and resources include but are not limited to:

- A. SRMC name badge
- B. SRMC student uniforms
- C. Classroom and clinical supplies and equipment
- D. Technological resources
- E. Space

The institution and Schools' 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/Schools' 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 School/Institution.

Student Life

A number of opportunities exist that will contribute to the enhancement of life as a student while enrolled in a program at SCHS. The faculty, staff and administration invite and encourage students to take full advantage of the opportunities that will assist in the development of academic outcomes, and serve to increase growth in the cultural, social and ethical fields.

Advisement

Administration, faculty and staff at SCHS view advisement of students as a very important and ongoing activity. Faculty members function as advisors through course assignment and various clubs. Students are strongly encouraged to meet with their course faculty members or Course Coordinator as the need arises. Faculty members' office hours are posted in the school learning management system at the beginning of each semester, along with additional faculty contact information.

Building Rules

1. No eating or drinking in classrooms or halls
2. Students are not allowed to sit in the hallway floors.
3. Students are not allowed in the classrooms without a faculty member present.
4. No tape on walls or doors.
5. Faculty office hours are posted on Canvas in the RES 100 course
6. The faculty/staff offices are secure and available by badge swipe only. Students who desire to meet with faculty are encouraged to make an advance appointment whenever possible although it is understood that on occasion students may need to confer with faculty unexpectedly. Students will have access to faculty through the receptionist. When a student asks to see a faculty member, the receptionist will call the individual and that faculty member will come to the reception area and escort the student to his/her office. When the student and faculty member have completed their meeting, the faculty member will walk the student out of the secure faculty/staff area.
7. No personal items/food will be stored in the cabinets in the student lounge.
8. Students are to wipe up spills in the student lounge before leaving the area.
9. Food placed in the refrigerator must be labeled with name and date. Food remaining in the refrigerator for more than 3 days will be discarded.
10. Students are to wipe out the microwave if their food spatters or spills.
11. Do not rearrange furniture in the classroom, student lounge, clinical and computer labs.
12. TV in the student lounge is not for personal use.
13. Do not place drinks or other items in the window sills of the student lounge.
14. Be mindful of items in your pockets; please do not rip the furniture in the student lounge area.
15. No beverages should be placed on the "plug in" stations in the student lounge.
16. Do not leave personal items in the classroom after leaving class.
17. Do not write on white boards in the classroom unless instructed by faculty.
18. Do not adjust thermostats.
19. Do not adjust window blinds.
20. No small kitchen appliances are to be used in any offices, classrooms, labs, or break areas.
21. No space heaters are to be used in any room at the College.
22. Recording devices are not allowed in the classroom or lab.

Career Advising and Placement Services

Faculty and staff at SCHS are willing to assist students with planning and advisement regarding career opportunities, but do not guarantee job placement.

Crime & Awareness Program

The College strives to provide a safe and secure campus for students, faculty, staff and visitors. In the event of an emergency involving fire or requiring an ambulance or police, dial 9-911 from any phone in the building.

The main entrances of The Sycamore Building are open and accessible Monday – Friday from 7:30 a.m. – 4:30 p.m. with the exception of school closings and major holidays noted on the Academic Calendar. Entrance into the building will be controlled by badge/card access. Security and environmental services will be provided by the hospital.

Students who have filed a restraining or protective order and listed SCHS as a protected area must notify the Vice President and the Director of Security at the Medical Center and provide them with copies of the order.

Cell phones

Cell phones are NOT allowed in the clinical sites at any time. If cell phones are in the classroom, they must NOT be on while a class or lab is in progress. In cases of emergency and with permission from the instructor, the cell phone may be on vibrate. Cell phones are not to be visible during class, lab, or clinical experience; unless instructed by faculty member.

Crime Awareness and Campus Security

SCHS, in conjunction with Southside Regional Medical Center (SRMC) Security Department, has developed the following Crime Awareness and Security Policy:

- A. In case of an accident, illness, criminal action, and other emergencies on the SCHS campus the Director of Enrollment Management must be notified immediately. (If any of the above situations occur on medical center campus the Director of Security or designee at SRMC must be notified immediately).
- B. The Vice President or designee is responsible for security and access to all campus facilities.
- C. School law enforcement is handled by the SRMC security team. When further action is necessary they will seek assistance from city police or county law enforcement.
- D. Violations involving the possession, use, or sale of any drug(s) will not be tolerated on any part of the campus, or wherever employees or students are required to be while performing their duties. Any violations of these standards of behavior may result in dismissal from the School.
- E. While on the SRMC Medical Center campus security escorts are available to walk students, faculty and staff to their car at night. The switchboard operator, located on the first floor of the Medical Center Building, will arrange escorts if needed.
- F. The SCHS Safety Committee will conduct periodic compliance checks of all parking lots/vehicles to educate staff and students about potential safety issues (i.e. exposed valuables, monies, contraband items).

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

- A. Faculty, staff and student handouts
- B. Catalog and Student Handbook
- C. Orientation to program and the first class of each semester
- D. Learning Management System
- E. Campus TV's and bulletin boards

Information data on crime and security violations is collected annually. Results of the data will be reported and available for distribution to interested parties. Individuals seeking information about crime and security on campus may go online to <http://ope.ed.gov/security/>. Individuals seeking information about registered sex offenders in the region may go online to <http://sex-offender.vsp.virginia.gov/sor/>.

Computer Resources

The College use computers for class and clinical assignments. Using a Windows based system, the faculty and staff is connected to the SCHS network, the Southside Regional Medical Center network, and the Internet. The system includes Word, Excel, and PowerPoint, **SONISWEB and CANVAS**. All students and faculty must be able to access the internet on a daily basis. Wi-Fi is available for use in the Medical Library and at the College.

Learning Platforms

Southside College of Health Sciences (SCHS) provides a web based learning platform through SONISWEB and CANVAS for the express purpose of facilitating learning in accordance with the mission and philosophy of SCHS. Students can access SONISWEB at <http://www.soniswebserver2.com/>. Students can access CANVAS at <https://srmc.instructure.com/login/canvas>. Students may access email at <http://outlook.chs.net>. The SONIS and CANVAS platforms and CHS Outlook email system are utilized for learning activities and communication directly related to course objectives, assignments, and school business. Use of SONISWEB, CANVAS, and CHS Outlook is subject to the terms of the SCHS Honor Code (signed at enrollment) and SCHS policies including Academic Integrity, Email & Internet Use and Use of School Resources.

The primary communication source for students will be Canvas. Each student will have a school issued email via CHS Outlook email system as a secondary source for school related communication. All students are expected to monitor Canvas and CHS Outlook email system on a regular basis.

Any student separated from the College will have access to their SONISWEB and CANVAS accounts for nine (9) months. Student email via CHS Outlook will be automatically terminated.

Student Computer Requirements:

(Per Windows & Operating System Core Requirements)

- Required Processor 1 GHz processor or faster
- Required Memory 1 GB RAM for 32-bit; 2 GB for 64-bit
- Required Hard Disk Space Up to 20 GB available hard disk space
- Required video card 800 x 600 screen resolution or higher. DirectX® 9 graphics processor with WDDM driver
- Required connectivity Ethernet port and a WiFi W-LAN network adapter
- Google Chrome (Latest Version)
- Internet Explorer (Latest Version) Please note that Internet Explorer is different from Microsoft Edge.

Strongly Recommended:

- Required Processor 1 GHz processor or faster
- Required Memory 1 GB RAM for 32-bit; 2 GB for 64-bit
- Required Hard Disk Space Up to 20 GB available hard disk space
- Required video card 800 x 600 screen resolution or higher. DirectX® 9 graphics processor with WDDM driver

- Required connectivity Ethernet port and a WiFi W-LAN network adapter
- Google Chrome (Latest Version)
- Internet Explorer (Latest Version) Please note that Internet Explorer is different from Microsoft Edge.

CHS policy prohibits the SCHS PC Specialist from working on student personal computer equipment directly. However, you may contact the PC Specialist if you have any questions or concerns regarding your personal computer equipment as it relates to School related assignments.

SCHS/SRMC is not responsible for phishing emails received via student email and/or any viruses that appear on the student's computer. Please follow the proper procedures to report phishing emails to corporate.

Cyber bullying

Cyber bullying is defined as the use of information and communication technologies such as email, cell phone, text messaging, instant messaging and personal websites and online personal polling sites, to support deliberate, hostile behavior that is intended to frighten or harm others. Whereas the traditional bullying was limited to direct confrontations, cyber bullying can happen anytime and be much more far reaching. When harassing language or pictures are posted to the Internet, the words and images can stay forever, which affects the victim far into the future. To this end, SCHS has adopted the following policy to address this abuse of electronic communication technologies, whether the actions occur at school, the medical center or off campus.

Students who attend SCHS must follow four basic rules:

1. Any student who uses a school or medical-center provided communication device (including a computer) or computer network (a) with the intent to intimidate, harass or coerce another person, or (b) to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or (c) to threaten an illegal or immoral act shall be subject to school disciplinary procedures.
2. Any student who uses a personal communication device on school or medical center grounds, or at a school-related function (a) with the intent to intimidate, harass, or coerce another person, or (b) to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or (c) to threatened an illegal or immoral act shall be subject to school disciplinary procedures.
3. Students may not use an electronic device, including cameras, "smart" phones or watches, during working time, this includes clinical, lab, or during testing in class or lab for non-business purposes. The focus on patient care and privacy is essential. Devices that can make recordings are a risk to privacy and may not be used in patient care areas. If stored in non-work areas, devices should be turned off or the volume should be set to silent or vibrate. Students who violate this shall be subject to School and medical center disciplinary procedures.
4. In any instance in which cyber bullying creates a climate of fear and /or causes a substantial disruption of the work of the school or impinges on the rights of other students, the person committing the act shall be subject to school disciplinary procedures.

Consequences for Violation

Any violation of this policy shall result in loss of computer-system privileges and may also result in appropriate disciplinary action, as determined by the School, the Medical Center, or possible prosecution through the judicial system.

Directory Information

Directory information includes the student's name, program of study, full time/part time status, the most

recent college attended, dates of enrollment at SCHS, awards received, and the Schools' assigned email address. Students have the right to withhold disclosure of any directory information by obtaining a Request for Non-Disclosure Form from the Director of Enrollment Management in Student Services and returning the completed form. The Schools will assume that a student's failure to file a request for non-disclosure will indicate his or her approval for disclosure of the above information. Please refer to the Family Educational Rights & Privacy Act (FERPA) policy under Academic Policies in this catalog.

It is the responsibility of students to notify the Director of Enrollment Management immediately upon a change of name, mailing address, email address or telephone number. Students may use email to communicate these changes. The College will not be responsible for any consequences that might occur as a result of the student's failure to notify the Schools of such changes. These consequences could be detrimental to a student's grade, ability to register for a course, progression in the program, graduation, pinning, and ability to take the licensure/registration examinations. Legal documentation will be required to change a name.

Drug-Free Environment

Southside College of Health Sciences is committed to providing a healthy and drug-free environment that protects the safety and welfare of its students and employees. 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 school-sponsored functions is strictly prohibited.

Violation of this policy shall result in appropriate action which may include referral to an employee/student assistance program/rehabilitation program and/or disciplinary action up to and including suspension or dismissal.

Local, State, and Federal laws prohibit the unlawful use, possession, consumption or distribution of illegal drugs and alcohol. Any student or employee suspected of violating these laws is subject to severe legal penalties, including fines, imprisonment and loss of federal benefits.

The use of alcohol and illegal drugs is known to cause harmful physical, mental and psychosocial effects and may result in the inability to perform the essential functions of a professional student or employee.

Southside College of Health Sciences have a drug-free awareness program which includes educational programs and general information on the following:

- Annual mandated impaired professional seminar
- The dangers of drug or alcohol abuse in the school/workplace
- The availability of drug/alcohol counseling and rehabilitation programs

Employee Assistance Program (EAP)

Confidential personal counseling services are available to students through the Employee Assistance Program (EAP) at Southside Regional Medical Center. Southside Regional Medical Center (SRMC) students as well as employees are given the opportunity to use the assistance program. This program is free to SRMC employees, students and dependents of employees and students.

Should you use the program, no one will know but you and your EAP counselor. All conversations are held strictly confidential. Administration or faculty has no contact with the counselors except with your expressed consent.

The EAP provides assessment, counseling and referrals to assist you in dealing with problems related to or concerning:

- Parenting and child care

- Relationships
- Financial or legal difficulties
- Stress, anxiety, depression or anger
- Dealing with health problems
- Grief and loss
- Alcohol/substance abuse

If you would like to call and talk with someone at EAP/Value Options, your call will be handled with the strictest of confidence. The telephone number is 1.877.538.6390.

Emergency Assistance

Emergency assistance may be obtained from the following numbers:

- Emergency Services – 9.911 (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

Employment

The faculty and school 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 his or her 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 his or her goals, and that he or she is able to remain alert and responsible while in class or clinical.

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 his or her 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. Students should not work the night shift prior to a clinical or class day.

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.

Emergency Evacuation

When an alarm sounds, everyone must exit the building. If possible, students should remove all personal belongings when evacuating the building. A school 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. Rescue – clear the immediate area.
2. Alarm –
 - a) pull alarm box
 - b) call **911 (or 9-911 from any College phone)**
3. Confine/contain – shut all doors and windows.

4. Extinguish/Evacuate –
 - a) use fire extinguisher to extinguish if possible.
 - b) evacuate building through closest fire exit and assemble in faculty-student parking lot adjacent to the Sycamore Building.
5. If an alarm sounds and you do not see fire or smoke, call **911** and report alarm sounding and follow Steps 3 & 4.

There will be a minimum of one unannounced fire drill conducted on the SCHS campus annually.

Food Services

Hot food and snacks are available during clinical experiences at Southside Regional Medical Center in the hospital cafeteria. On campus vending machines, a microwave and a refrigerator are located in the student center and hallway of the Sycamore Building 2nd Floor. Administration reserves the right to revoke this privilege. No food or beverages are permitted in the classrooms, clinical laboratories, computer labs or library. No food or beverages are permitted in patient care areas in the hospital.

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.

SCHS has an Emergency Box containing two EpiPen auto-injectors. It is located on the 2nd Floor of the Sycamore Building in the hallway just outside of the Women's Restroom and the Receptionist area.

Any individual experiencing anaphylaxis may receive the EpiPen.

If a student is injured or becomes ill while on campus, the Student Health Nurse or a school Director should be contacted. Should the student become ill or injured while in the clinical setting, the clinical instructor should be notified and facility protocol implemented.

Health and immunization records are maintained via CastleBranch, a third party online database. By the Student Health Nurse for a period of 3 years from the last date of attendance. These records are kept under double lock and key and can be accessed by the Student Health Nurse upon request.

Housing & Transportation

The College does not provide housing facilities for students, and does not find housing for students. The Schools 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 are required to travel to clinical.

Library Services

Southside Regional Medical Center Medical Library has two locations, Southside Regional Medical Center and 1st floor of Southside College of Health Sciences, exists to provide information in support of the hospital's three major functions: patient care, education and research. It serves as a nucleus for healthcare education and research in medicine and teaching resources.

Library Information

The Medical Library is located on the first floor adjacent to the hospital mail room.

- The Hospital Medical Library is accessible 24 hours a day with SRMC identification badge.

The College Library is located on the first floor of Sycamore Building

- The College Library is accessible during regular business hours of operations with keypad entry.
- The Library is staffed 24 hours a week. A Librarian generally is available Monday-Thursday, 10 am – 4 pm.
- Books and periodicals are not available for check out.
- Current textbooks are available for in-house use by contacting a librarian.
- Wi-Fi services are available in the Library. For further information, contact the Librarian at 804.765.5663 and/or the SCHS 804.765.5800.
- A copier/printer is available for the users' convenience.

Colonial Heights Public Library

SCHS' students have access to all of the services listed below free of charge, excluding the 10¢ per page charge for printouts at the Colonial Heights Public Library located at 1000 Yacht Basin Drive, Colonial Heights, VA 23834. The library provides a wide range of library services to the community. The Library's collections include traditional books and magazines, a large audio book and DVD/Blu-Ray collection and an e-Library, along with a public computer center and wireless network. The Library also offers meetings rooms and year round children's programs.

- The Library is open Monday-Wednesday: 10:00am-7:00pm; Thursday & Friday: 10:00am-6:00pm; and Saturday: 10:00am-4:00pm.
- The library's public computer center is open during regular library hours and provides the following services:
 - Computers may be checked out by a patron using his/her own Colonial Heights Public Library Card
 - Internet access (high-speed cable connection)
 - Office applications (Word, Excel, Access, Publisher, and Powerpoint)
 - No appointment necessary
 - No time limitations
 - 10¢ per page charge for printouts

Students have the access to the Public Meeting Rooms. Please contact the Library at 804-520-9384 how to reserve the meeting rooms.

Criteria for Acquisition and Selection of Library Materials

Requests from departments and individuals for books and journals may be submitted to the Librarian who in turn will have the requests approved by Administration. The Librarian will order materials through the Materials Management Department.

Donations

The Librarian has the responsibility to accept or reject donations of duplicate books or journals.

Cataloging and Classification of Library Resources

The National Library of Medicine Classification System is used for books. The journals are arranged alphabetically on the shelves and recorded periodically.

Bibliographic and Reference Services

The Medical Library is equipped with texts, periodicals, and journals that cover all of the College's disciplines. The Library has computers that are equipped with Internet services to access databases such

as PubMed, Micromedex, OVID, and MEDLARS. PubMed is the major source used for reference and contains an excellent consumer information website. MEDLARS (Medical Literature Analysis and Retrieval System) is a system of databases and databanks offered by the National Library of Medicine. A person may search files either to produce a list of publications (bibliographic citations) or to retrieve factual information on a specific question. MEDLARS databases are used by universities, medical schools, hospitals, government agencies, commercial and non-profit organizations and private individuals. CINAHL provides evidence-based information for 17 allied health disciplines, including nursing, radiologic technology and sonography with 1401 full-text journals, 170 continuing education modules, 134 evidence-based care sheets and 169 quick lessons. CINAHL is one of the largest and most in-depth research databases in the United States and contains over 4,500,000 records with 5,300 journals indexed. Computer literature searches also are available from the Library. Reprints not available in the Library are secured through Interlibrary Loan (ILL).

Lost & Found

Missing items should be reported to the Receptionist. The receptionist will accept articles found on campus and store them for 60 days. Articles that are not claimed within the timeframe will be given to a local non-profit organization. Students are responsible for the security of their personal items. The College and Southside Regional Medical Center will not assume responsibility for students' personal items.

Parking

We have two parking areas designated for student parking. A campus map is available on the school 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. The Director of Business Operations/designee will maintain record of students' vehicle registration.

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

- Fire Lanes
- No Parking Zones
- Areas marked "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 fee incurred by the student due to improper parking will be the responsibility of the individual.

Remediation Services

Remediation services are open to all students enrolled at SCHS. A student may be referred for remediation services when he or she is deemed to be in jeopardy of failure by a faculty member, or advisor, or Director of Remediation and Retention, or the student may elect to make an appointment with the designated faculty member for remediation on his or her own. An individualized assistance plan will be created which may include, but not be limited to: satisfactory academic progress (SAP), time management, stress reduction, effective test taking strategies, note taking, and study tips. The designated

school official for student remediation can be reached at 804.765.5800.

School/Hospital Access

All SCHS students are required to wear their SRMC identification badge during scheduled, authorized times when on campus, at the hospital, and/or outside clinical sites. Please refer to the *Dress Code* on placement of the badge. Students are provided an identification badge, door swipe, Exposure card, Emergency Code List card, and RACE/AIDET card on the first day of class. If the badge and components are lost, stolen, or damaged, you will be charged a \$10 replacement fee. All items must be turned in upon withdrawal or graduation from the College. A hold will be placed on your account until all items are turned in or we receive the \$10 replacement fee.

Smoking

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

Social Media

Students should be aware that they are legally responsible for any information posted on social media sites, such as Facebook, Twitter, Instagram, blogs, etc., and such information can be traced back to them as individuals. Students are prohibited from posting patient information on social media sites, and violations of HIPAA regulations will result in disciplinary actions, up to and including immediate dismissal from the program and School.

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 School administration. Students have the opportunity to complete anonymous evaluations every semester on each course and the faculty members they have worked with and attend focus group sessions. The results of these evaluations and/or focus groups are shared with Program Directors, the Vice President, faculty and staff. Additionally, students serve on the Advisory Committee Meetings of each program. Students interested in serving on a committee should contact the administrative secretary to the Vice President.

Student Organizations

Alpha Delta Nu – Nursing Honor Society

SCHS School of Nursing is chartered as the *Alpha Epsilon Chapter* of the Organization for Associate Degree Nursing (OADN) Alpha Delta Nu Honor Society. The objective of the Alpha Delta Nu Nursing Honor Society is to recognize the academic excellence of students in the study of Associate Degree Nursing. The society encourages the pursuit of advance degrees in the profession of nursing as well as continuing education as a life-long professional responsibility. Further information about the honor society can be obtained by contacting the Program Director.

Lambda Nu Honor Society

Lambda Nu is the national honor society for the radiological and imaging sciences. The objectives are to foster academic scholarship at the highest academic levels, promote research and investigation in the

radiological and imaging sciences, and recognize exemplary scholarship. The chapter at SCHS College is the Virginia Omega Chapter.

Students who have achieved academic honors are eligible for membership in the honor society. For more information contact your Program Director.

National Student Nurses Association

The National Student Nurses' Association (NSNA) mentors the professional development of future nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance. NSNA membership is open to nursing students in diploma, associate degree, baccalaureate, generic masters and generic doctoral programs preparing students for Registered Nurse licensure as well as RNs in BSN completion programs.

Phi Theta Kappa Honor Society

Membership in Phi Theta Kappa requires a cumulative GPA of 3.3. Phi Theta Kappa is an international, institution-wide honor society celebrating 100 years and among the oldest in the world. Southside College of Health Sciences was chartered as the Beta Chi Omicron chapter in 2017. Phi Theta Kappa's mission is to recognize academic achievement of college students and to provide opportunities for them to grow as scholars and leaders.

Student Organization of Academic Radiographers

The Student Organization of Academic Radiographers (SOARS) is a student organization composed of all radiation sciences and medical imaging students for the purpose of anticipating in student government, community activities and class projects. The group works to obtain funds to send students to attend annual student seminars as well.

Student Publications

All student publications, printed and electronic, are supervised by the Vice President and Program Directors. Students are invited to submit information to their Program Director for review and possible inclusion in printed program material. All material must adhere to the tenets of responsible journalism, including the avoidance of libel, indecency, vulgarity, slander, and the techniques of harassment and innuendo. Vice President and Program Directors have the authority to determine responsible journalism and to prohibit the publication of any material considered to be outside the canons of responsible journalism or that would bring the School's good name into question.

Student Rights & Standards of Behavior

- All rights and privileges guaranteed to every citizen by the Constitution of the United States and by the Commonwealth of Virginia shall not be denied to any student.
- Student performance will be evaluated solely on an academic basis, not based upon opinions or conduct in matters unrelated to academic standards.
- Students have the right to freedom of expression, inquiry, and assembly without restraint or censorship subject to reasonable and nondiscriminatory rules and regulations regarding time, place, and manner.
- Students have the right to inquire about and to propose improvements in policies, regulations and procedures affecting the welfare of students through established student government procedures, SCHS committees and offices.
- Students and former students have the right to review their official records and to request a hearing if they wish to challenge the contents of their records.
- No disciplinary sanctions other than temporary removal from class or activity (only for duration of

said activity) may be imposed upon any student without due process. Due process procedures are established to guarantee a student accused of a student code of conduct violation the right to a hearing, a presentation of charges, evidence for charges, the right to present evidence, the right to have witnesses on one's behalf and to hear witnesses on behalf of the accuser(s), the right to counsel, and the right of appeal.

Trajecsys

Trajecsys is an online clinical management and tracking system for health education programs. Trajecsys will be used by students, 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.

Transcript Requests

Alumni, current and former students can conveniently order and track transcripts online at <http://www.getmytranscript.com> any time, 24/7. A major credit/debit card is required and there is no limit on the number of transcripts that may be ordered. Real-time order updates are provided via email. All financial obligations to SCHS must be cleared before transcripts are released.

It is recommended that at least one week be allowed for the processing and mailing time of transcripts. Written requests for immediate copies of transcripts must be submitted twenty-four hours in advance. Any transcript given directly to a student will carry the notation "Issued to Student" and will require the presentation of a photo I.D. Transcripts issued to a student will be mailed to the student's address of record on file in the office of the Director of Enrollment Management.

Turnitin

Turnitin is a web-based resource that Southside College of Health Sciences makes available to students and faculty to comprehensively check written work to identify a similarity index for matching text with a database of existing written work, web pages, and electronic journals. Turnitin assists students to identify potential plagiarism and supports the student toward academic integrity and originality in order to further develop their scholarly writing skills. Student assignments that are submitted to Turnitin generate a Turnitin Originality Report that students use to further edit their written work prior to submitting to faculty for feedback and evaluation. The link to Turnitin is available in each course in Canvas.

Violence & Incivility

The College adopts a zero-tolerance policy for violence, verbal and non-verbal threats, and incivility on the campus and at clinical sites. Students and employees are encouraged to report any incidents early to decrease possible risk or escalation. Withholding information regarding violent or potentially violent acts or threats is cause for disciplinary action. Actions that will not be tolerated include, but are not limited to:

- Assault of another person on SRMC property, or SCHS clinical sites.
- Harassment or intent to frighten, intimidate or threaten another person through verbal or written methods.
- Damage to property; individual or school.
- Threatening another individual, stating intent to cause physical or mental harm now or in the future.

Incivility is defined as speech or an action which is rude or disrespectful and can range from verbal abuse and insulting remarks to explosive, violent behavior. Incivility in the academic setting is any behavior that causes disruption in the teaching or learning environment. Academic incivility jeopardizes the welfare of faculty, students, and the campus community. Individuals demonstrating uncivil behaviors will be subject

to disciplinary actions up to and including dismissal.

Weapons

Possession of a weapon (firearm, knife, or device), openly or concealed, is not permitted on the SCHS campus or any of its clinical sites. Violation of this ban will be subject to disciplinary action, up to and including dismissal. Only authorized persons are permitted to handle weapons and weapons-related issue.

Course Descriptions

Course Prerequisites and Co-requisites

Course prerequisites or co-requisites state requirements for student entry into courses, and reflect necessary preparation for attempting courses. Course prerequisites 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.

Diagnostic Medical Sonography (DMS)

DMS 200 – Introduction to Ultrasound

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 (30 class hours = 2 credits). Prerequisite: Admission to the program. Co-requisite: DMS 220, DMS 260, DMS 273.

DMS 220 – Cross Sectional Anatomy

Studies sectional anatomy in the transverse, longitudinal and coronal planes, with emphasis on the organs of sonographic interest within the abdominal-pelvic cavity (30 class hours = 2 credits). Prerequisite: Admission to the program. Co-requisite: DMS 200, DMS 260, DMS 273.

DMS – 240 Advanced Imaging

Introduces the fundamentals of biopsies and transplantations, neonatal neuro-sonography, and rare and interesting ultrasonic case presentations (45 class hours = 3 credits) Prerequisite: DMS 271. Co-requisite: DMS 253, DMS 272, DMS 290.

DMS 250 – Clinical Education I

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 (180 clinical hours = 4 credits). Prerequisite: DMS 273. Co-requisite: DMS 271, DMS 261.

DMS 253 – Clinical Education II

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 (360 clinical hours = 8 credits). Prerequisite: DMS 250. Co-requisite: DMS 240, DMS 272, DMS 290.

DMS 254 – Clinical Education III

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 (360 clinical hours = 8 credits). Prerequisite: DMS 253. Co-requisite: DMS 291.

DMS 260 – Ultrasound Instrumentation I

Discusses and solves mathematical problems associated with human tissue, basic instrumentation and scanning technology (45 class hours = 3 credits). Prerequisite: Admission to the program. Co-requisite: DMS 200, DMS 220, DMS 273.

DMS 261 – Ultrasound Instrumentation II

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 (45 class hours = 3 credits) Prerequisite: DMS 260. Co-requisite: DMS 271, DMS 250.

DMS 271 – OB/GYN Imaging

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 (45 class hours; 60 lab hours = 5 credits). Prerequisite: DMS 273. Co-requisite: DMS 261, DMS 250.

DMS 272 - Introduction to Vascular Ultrasound

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 (30 class hours; 30 lab hours = 3 credits). Prerequisite: DMS 271. Co-requisite: DMS 290, DMS 240, DMS 253.

DMS 273 – Abdominal & Small Parts Imaging

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 basis scanning techniques and protocols (45 class hours; 60 lab hours = 5 credits). Prerequisite: Admission to the program. Co-requisite: DMS 200, DMS 220, DMS 260.

DMS 290 – Ultrasound Seminar I

Reviews material covered throughout the sonography program to prepare the student for the ultrasound registry examination (30 class hours = 2 credits). Prerequisites: DMS 261, DMS 271. Co-requisite: DMS 240, DMS 272, DMS 253.

DMS 291 – Ultrasound Seminar II

Reviews all material covered throughout the sonography program. Ultrasound knowledge and critical thinking skills are applied to prepare the student for the sonography registry (30 class hours = 2 credits) Prerequisite: DMS 290. Co-requisite: DMS 254.

Nursing – Associate of Applied Science (NURS)

NURS 110: Fundamentals of Nursing

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as a provider of care, manager of care, and member within the discipline of nursing. Upon completion, students will be able to participate in the delivery of nursing care for clients with common alterations in health. Concepts studied include nursing as a profession, the nursing process, health and wellness, human needs theory, and skills basic to the nursing practice. Principles of pharmacology will be introduced. (75 class hours; 45 lab hours, 4 simulation hours, 82 clinical hours = 8 credits). Prerequisite: Admission to the program. Co-requisites: Nutrition and Anatomy & Physiology I.

NURS 120: Nursing of Adults I

This course provides an expanded knowledge base for delivering nursing care to client systems. Emphasis is placed on developing the nurse's role as a provider of care, manager of care, and member within the discipline of nursing. Upon completion, students will be able to demonstrate beginning competence in caring for client systems with common alterations in health. The focus of this course is utilizing the nursing process to meet the needs of client systems adapting to alterations in health related to surgery and cardiovascular, integumentary, sensorineural, hematological, homeostasis, and respiratory function. (75 class hours; 30 lab hours, 12 simulation hours, 78 clinical hours = 8 credits). Prerequisites: NURS 110, Nutrition, and Anatomy & Physiology I. Co-requisites: Developmental Psychology and Anatomy & Physiology II.

NURS 130: Women's Health & Mental Health Nursing

This course provides an expanded knowledge base for delivering nursing care to client systems. Emphasis is placed on expanding the nurse's role as a provider of care, manager of care, and member within the discipline of nursing. Upon completion, students will be able to utilize the nursing process to meet the unique needs of clients adapting to alterations in women's health and mental health. Clinical experiences unique to the two settings will be utilized. (60 class hours, 24 simulation hours, 103 clinical hours = 7 credits). Prerequisites: NURS 120, Developmental Psychology, and Anatomy & Physiology II. Co-requisites: Microbiology and English Elective I.

NURS 210: Nursing of Adults II & Pediatric Nursing

This course provides an expanded knowledge base for delivering nursing care to client systems. Emphasis is placed on using collaboration as a provider of care, manager of care, and member within the discipline of nursing. Upon completion, students will be able to modify nursing care for client systems with common alterations in health in the adult and pediatric settings. This course will focus on utilizing the nursing process to meet the unique needs of pediatric clients. This course will also focus on utilizing the nursing process to meet the needs of adult clients adapting to alterations in health related to gastrointestinal, genitourinary, neurological, hepatic, and renal function. (75 class hours, 12 simulation hours, 168 clinical hours = 9 credits). Prerequisites: NURS 130, Microbiology, and English Elective I. Co-requisites: English Elective II and Elective I.

NURS 220: Nursing of Adults III

This course provides an expanded knowledge base for delivering nursing care to complex client systems. Emphasis is placed on the nurse's role as an independent provider and manager of care for groups of client systems as well as the nurse's role as a participating member of the multidisciplinary team. Upon completion, students will be able to apply previously learned concepts to provide comprehensive nursing care to groups of client systems with complex health alternations. This course will focus on utilizing the nursing process to meet the needs of clients adapting to alterations in health related to cardiovascular, immune, neurological, endocrine, respiratory, oncology, and integumentary function. (90 class hours, 12 simulation hours, 168 clinical hours = 10 credits). Prerequisites: NURS 210, English Elective II, and Elective I. Co-requisite: Elective II.

Radiation Sciences/Radiologic Technology (RAD)

RAD 001 - Orientation

An introduction and required orientation to the medical field, radiography, and the clinical settings. Required safety, patient care, HIPPA, and clinical site orientation material is presented. An introduction to the career of radiography, its history and role in health care delivery. Basic radiographic and medical terminology, radiation protection, personal adjustments, learning techniques, medical imaging equipment, exposure factors, and image processing are discussed. Professional ethics and legal responsibilities are

introduced. Abbreviations, terms, and medical specialist are discussed and defined. (20 class hours & site visitation) Visitation to the clinical sites as scheduled by the Clinical Coordinator. Pre-requisite: Admission to the program.

RAD 110 - Introduction to Patient Care & Pharmacology

This course discusses professional roles and behaviors and legal, ethical and cultural issues within the healthcare 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 of drug therapy is discussed. (45 class hours = 3 credits) Pre-requisite: Admission to the program. Co-requisites: RAD 120, RAD 150.

RAD 120 - Radiographic Anatomy & Procedures I

A presentation of radiographic positioning principles and terminology, radiographic anatomy and positioning of the chest, abdomen, upper and lower limbs, and shoulder and pelvic girdle. Includes laboratory demonstration, practice, and competency-based examinations of material presented in the classroom (45 class hours, 30 hours lab = 4 credits)

Pre-requisite: Admission to the program. Co-requisites: RAD 110, RAD 150.

RAD 121 - Radiographic Anatomy & Procedures II

A presentation of radiographic positioning principles and terminology, radiographic anatomy and positioning of the pelvic girdle, spine, bony thorax, body tracts and systems, pediatric, trauma, and other radiographic procedures, biliary. Includes laboratory demonstration, practice, and competency-based examinations of material presented in the classroom (45 class hours, 30 hours lab = 4 credits).

Prerequisite: RAD 120. Co-requisites: RAD 151, RAD 160.

RAD 150 - Clinical Radiography I

This course is to introduce the student 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. (135 clinical hours = 3 credits). Pre-requisite: Admission to the program. Co-requisites: RAD 120, RAD 110

RAD 151 - Clinical Radiography II

This course is a continuation of RAD 150. Under direct and indirect supervision, 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 thru image analysis in basic radiography. (180 clinical hours = 4 credits). Pre-requisite: RAD 120. Co-requisites: RAD 121, RAD 160.

RAD 160 - Medical Imaging I

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 (45 class hours = 3 credits). Pre-requisite: RAD 150. Co-requisites: RAD 121, RAD 151.

RAD 220 - Radiographic Anatomy & Procedures III

This course is a presentation of radiographic anatomy and positioning of the cranium, paranasal sinuses,

and facial bones. It includes laboratory demonstration, practice, and competency-based examinations of material presented in the classroom. (24 class hours, 12 lab hours = 2 credits). Pre-requisite: RAD 121. Co-requisites: RAD 250, RAD 270.

RAD 230 - Radiographic Pathology

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 (30 class hours = 2 credits). Pre-requisite: RAD 220. Co-requisites: RAD 271, RAD 251, RAD 280.

RAD 250 - Clinical Radiography III

This course is a continuation of RAD 151. Under direct and indirect supervision, 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 thru image analysis in basic radiography. (225 clinical hours = 5 credits) Pre-requisite: RAD 151. Co-requisites: RAD 220, RAD 270.

RAD 251 - Clinical Radiography IV

This course is a continuation of RAD 250. Under direct and indirect supervision, 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 thru image analysis in basic radiography. (225 clinical hours = 5 credits) Pre-requisite: RAD 250. Co-requisites: RAD 271, RAD 230, RAD 280

RAD 252 - Clinical Radiography V

This course is a continuation of RAD 251. Under direct and indirect supervision, 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 thru image analysis in basic radiography. (225 clinical hours = 5 credits) Pre-requisite: RAD 251, Co-requisites: minimum RAD cumulative GPA 2.5. Co-requisites: RAD 272, RAD 260.

RAD 260 - Radiation Biology & Protection

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. (30 class hours = 2 credits) Pre-requisite: RAD 220. Co-requisite: RAD 272, RAD 252.

RAD 270 - Medical Imaging II

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.
(30 class hours = 2 credits) Pre-requisite: RAD 160. Co-requisiteS: RAD 220, RAD 250.

RAD 271 - Medical Imaging III

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. Subject material from various aspects of radiography will be covered. (45 class hours = 3 credits). Pre-requisite: RAD 270. Co-requisiteS: RAD 251, RAD 230, RAD 280.

RAD 272 - Medical Imaging IV

Several modes of imaging systems and image detection principles including fluoroscopy, and image intensification are presented in detail. 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. 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. Several mock registry examinations are completed.

(45 class hours = 3 credits). Pre-requisite: RAD 271. Co-requisite: RAD 252.

RAD 280 - Independent Research Project

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, interview and continued education requirements as a radiographer are presented

(15 class hours = 1 credit) Pre-requisite: RAD 250. Co-requisite: RAD 251.

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Faculty & Staff

Faculty

*Biddle, Barbara BSN, University of the Incarnate Word MSN, Thomas Jefferson University	Associate Professor, Nursing
* Buchanan, Ellen BSN, MSN-University of North Carolina-Chapel Hill ADN-Vermont College	Instructor, Nursing
* Christopher, Katie AAS, Radiation Sciences-SRMC Professional Schools AS, Richard Bland College	Instructor, Radiation Sciences
* Flexon, Geneva MBA-HCM, Western Governors University BA , Saint Leo College	Instructor, Radiation Sciences
Hall, Allyson BSN, Bon Secours Memorial College of Nursing BS, Virginia Commonwealth University	Clinical Instructor, Nursing
Jones, Natasha MSN, BSN, Old Dominion University AAS, Southside Virginia Community College	Instructor, Nursing
* Larche, Jessica BSN, University of South Carolina	Instructor, Nursing
Lawson, Katherine DNP, University of Massachusetts BSN, Oakland University	Associate Director/Clinical Coordinator, Nursing
* Lenz, Ashley BSN, Central Connecticut State University AS, Community College of Baltimore County Certification (BC), Med-Surg ANCC	Instructor, Nursing
Pate, Ashley BS, Old Dominion University AS, Richard Bland College Certificate, Radiation Sciences-SRMC Professional Schools	Instructor, Radiation Sciences
Phillips, Alison AAS, Southside Virginia Community College AS, Richard Bland College Certificate, Radiation Sciences-SRMC Professional Schools Certificate, Computed Tomography, Edgecombe Community College	Clinical Coordinator, Radiation Sciences

Siner, Diane
MSN, Liberty University
BSN, Virginia Commonwealth University

Instructor, Nursing

Slate, Tina
MSN, Old Dominion University
BSN, Medical College of Virginia

Associate Professor,
Nursing

Thompson, Wendy
MSN Ed, University of Phoenix
BSN, Virginia Commonwealth University

Clinical Simulation
Laboratory
Coordinator, Nursing

Vaughan, Megan
BSN, James Madison University
B.S, Virginia Commonwealth University
AAS, Nursing, SRMC Professional Schools

Instructor, Nursing

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*Archer, Sandra	Student Services Receptionist
*Clark, Chandra BSN, Virginia Commonwealth University AS, Belleville Area College Diploma, School of Vocational Nursing	Student Health Nurse
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