Riverside Health
College of Health Sciences

COLLEGE CATALOG
2026 – 2027



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RIVERSIDE COLLEGE OF HEALTH SCIENCES

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Riverside College of Health Sciences is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).
101 N. 14th Street, James Monroe Building, Richmond, VA 23219
804-225-2600 www.schev.edu

The College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd., Suite 730, North Bethesda, MD 20852
703-917-9503 www.abhes.org

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

Riverside Regional Medical Center is accredited by DNVGL-Healthcare
400 Techne Center Drive, Suite 100, Milford, OH 45150
www.dnv.com/healthcare/

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at www.va.gov/education/about-gi-bill-benefits/

Publication Date: July 1, 2026; *updated 7/2/26 with AS of Health Sciences approval; 7/14/26 revised language for Dept. of Defense MOU (pp. 93, 115); added clock & credit hours to program descriptions; 7/28/26 – minor editorial edits; 8/10/26 – correction of semester length typo (pp. 15, 22); 8/28/2026 increase to NCLEX credentialling exam fees (pp. 19, 22, 37) and clarified Add/Drop dates (pp. 94, 95); 10/2026 – reduced Tuition Deposit to $100 (pp. 88,92) updated ACEN accreditation statements from recent renewal visit for nursing programs (pp. 20, 26)*

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

Cover photo: College Administration Building.

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

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From the College President:

Welcome!

Thank you for your interest in Riverside College of Health Sciences and our programs. Choosing a career in healthcare has never been more meaningful or in greater demand. Workforce analyses project continued shortages exceeding 10% in nursing and allied health professions across Virginia from 2021 to 2036.

At Riverside College of Health Sciences, our faculty and staff are committed to delivering high-quality education through certificate, associate, and bachelor's degree programs to help you meet these critical workforce needs. Our faculty not only meet but often exceed the rigorous standards set by their professions and accrediting organizations, and they are deeply dedicated to supporting your educational journey and success.

We invite you to explore our catalog and website or visit us in person at Riverside College of Health Sciences in Newport News, Virginia, to learn more about our wide range of programs and courses.

I look forward to welcoming you soon as a member of our student community.

Robin M. Nelhuebel, PhD, MSN, MEd, RN, RT(R)
Associate Vice President, Riverside Health



RIVERSIDE COLLEGE OF HEALTH SCIENCES

ORGANIZATION

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

RIVERSIDE REGIONAL MEDICAL CENTER (RRMC)

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

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

RIVERSIDE COLLEGE OF HEALTH SCIENCES (RCHS)

Riverside College of Health Sciences educates nurses and allied health professionals through the following bachelor's[1] and associate[2] degree, and certificate[3] programs:

- *Professional Nursing[1,2] (1916)*
- *Practical Nursing[3] (1961)*
- *Radiologic Technology[2] (1964)*
- *Surgical Technology[2] (1969)*
- *Physical Therapist Assistant[2] (2012)*
- *Nurse Aide[3] (2017)*
- *RN-to-BSN[1] (2020)*
- *Cardiovascular Technology[2]:*
  - *Adult Cardiac Sonography (2021)*
  - *Non-Invasive Vascular Sonography (2022)*
- *Respiratory Care[2] (2023)*
- *Health Sciences[2] (2027)*

MISSION ● VISION ● VALUES

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

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

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

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

PURPOSE

The purpose of Riverside College of Health Sciences is to:

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



Meet ATHENA – our college mascot!

In Greek mythology, Athena, the goddess of wisdom, is often represented by an owl. Because of this association, the owl is frequently used as a symbol of wisdom, knowledge, and scholarship. Florence Nightengale was known to have rescued a little owl which she named Athena and the two became inseparable companions.

PRE-NURSING & PRE-ALLIED HEALTH COURSES

GENEVA COLLEGE / PORTAGE LEARNING EDUCATION PROVIDER AGREEMENT

To provide ease of access to required general education courses, RCHS has entered into an agreement with Geneva College / Portage Learning to provide online general education courses to enrolled RCHS students. Students interested in acceptance into RCHS degree and certificate programs of study have the option to first apply for **Pre-Nursing or Pre-Allied Health** courses (also referred to as "Pre-Track") to complete pre-requisite general education program coursework. Although courses are online, scheduled on-campus hours are required to encourage progression and to provide tutoring or coaching as needed.

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

Pre-Nursing or Pre-Allied Health students must declare their intended program of study upon initial course enrollment and apply for core program acceptance after completing specified pre-application courses and achieving a competitive score on the TEAS exam (see page 79 for score recommendations). The ATI – TEAS Exam is required with a minimum score of 65% to enroll in Pre-Nursing or Pre-Allied Health courses. (For information regarding disability or short-term medical accommodations, please contact Accommodations & Accessibility Services at 757-240-2462 (Nursing) or 757-240-2258 (Allied Health). Students scoring between 65-74 on the TEAS will automatically be enrolled in the ATI Launch: Academic Readiness program. ATI Launch must be purchased by the first day of class. If enrolled, satisfactory completion of the ATI Launch program is required within the student's first semester and as part of the application process for a core program (Cardiovascular Technology, Professional Nursing, Physical Therapist Assistant, Radiologic Technology, Respiratory Care, and Surgical Technology). The ATI Launch program is optional for students with an initial TEAS score ≥ 75%.

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

Students completing general education courses at RCHS through the Geneva/Portage agree that RCHS and Geneva College, and Portage Learning will share academic records to include course progress reports, current grades, and final transcripts. Course transcripts are issued by Geneva College. Completion of Geneva/Portage pre-requisite or co-requisite courses does not guarantee acceptance into an RCHS degree or certificate core program. Enrollment in any Geneva/Portage course has no known impact on student employment or licensure.

Pre-Track students must meet the Essential Program Requirements and complete college admission procedures (see pages 77-82) to include criminal history disclosure, undergo a drug screening, and provide annual proof of influenza vaccination. Additional health and safety requirements will be due upon acceptance into core programs. Information about Geneva College/Portage Learning is available at Portage Learning or

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

Pre- & Co-Requisite General Education Courses…

Online courses available through Geneva/ Portage that meet core curriculum requirements include:

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

See page 121 for Geneva College / Portage Learning Course Descriptions

Additional courses for assigned remediation or to satisfy electives are also available.

Tuition and Financial Aid

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

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

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

Pre-Track-specific Admission Criteria

In addition to general college Admission Criteria provided on page 78, this program requires the following:

- ATI TEAS (most current version) test score minimum of 65%.
- Ability to meet required computer technology requirements.
- Completion of Online Education Readiness Assessment

Pre-Track Application Procedure

- The **Pre-Nursing and Pre-Allied Health** option is provided to allow students to complete pre-requisite and/or co-requisite courses required in Nursing or Allied Health core programs.
- Application for admission to **Pre-Nursing and Pre-Allied Health** courses and additional information can be accessed at www.riverside.edu. Applications are accepted on a continual basis for consideration and entry into the next available semester. Admission is not guaranteed.
- Pre-Track students must meet all core program-specific and general college admission criteria and are instructed to review all core program catalog information prior to applying for Pre-Nursing or Pre-Allied Health courses.
- Pre-Track courses are available during fall and spring 16-week semesters and 1, 8-week summer semester – summer semester may be limited dependent on student's pace and success of course completions
- Purchase of ATI Launch: Academic Readiness Program, if applicable
- General College Application Procedures and Admission Criteria begin on page 77 of this catalog.



Pictured: Students on campus.



Pictured: Treehouse Café

SCHOOL OF NURSING CORE PROGRAMS

THE SCHOOL OF NURSING INCLUDES THE FOLLOWING CORE PROGRAMS:



- **Professional Nursing** (*Traditional & Accelerated Transfer Tracks)*
  - Bachelor of Science in Nursing
  - Associate of Applied Science in Nursing
  - LPN-to-RN Advanced Placement Option
- **RN-to-BSN Nursing,** Bachelor of Science in Nursing Completer Program
- **Health Sciences**, Associate of Science (open to LPN & Diploma graduates)
- **Practical Nursing**, Diploma
- **Nurse Aide**, Certificate

EDUCATIONAL REQUIREMENTS FOR SPECIFIC STATE LICENSING OR CREDENTIALING

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



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

PROFESSIONAL NURSING PRE-LICENSURE PROGRAMS

A Registered Nurse (RN) uses compassion, care, and intelligence to provide care for patients of all ages. Registered nurses function in a variety of roles including caregiver, educator, manager, and patient advocate. They work to promote health and prevent disease. When illness occurs, the registered nurse assists patients and families by providing physical care, emotional support, and education.

The registered nurse performs assessments, documents care, assists with diagnostic tests, administers treatments and medications, monitors advanced technology and equipment, and participates in patient follow-up and rehabilitation. Registered nurses are vital members of the healthcare team. The Professional Nursing Program was established in 1916 as a diploma program and graduated the last diploma class in December 2016. We believe that nursing education is based in the arts and sciences, and that roles within nursing practice are basic and progressive.

Nursing education is a planned program of learning, which is constantly evolving within the scope of the nursing role and the changing environment of the healthcare system. The Professional Nursing Program curricula, to include both the Associate of Applied Science (AAS) and Bachelor of Science in Nursing (BSN) programs, meet all eligibility requirements for graduates to apply for licensure and National Council Licensure Examination for Registered Nurses (NCLEX-RN©) examination. As of July 1, 2020, U.S. Department of Education regulation 34 CFR 668.43(a)(5)(v) requires the program disclose that there has not been a determination of whether the curriculum meets requirements of other states. To determine if the program meets any specific state other than Virginia, please refer to https://www.nursecompact.com.

Application to the Virginia Board of Nursing for licensure testing is the student's responsibility and additional fees are charged. NCLEX-RN© exam pass rates are available for review on the Virginia Board of Nursing website or on the college's website at www.riverside.edu.

WHAT WE OFFER

- Associate of Applied Science (AAS) – 72 Total Semester Credits (1770 Core Clock Hours) and Bachelor of Science in Nursing (BSN) – 120 Total Semester Credits (1665 Core Clock Hours)
- AAS full-time Evenings & Weekends Core Curriculum (92 weeks – 4, 23-week semesters – 2 academic years); and BSN Full-time Day Core Curriculum (80 weeks – 5, 16-week semesters – 2.5 academic years); in addition to specified College-level prerequisite preadmission general education courses
- Online general education courses provided through Geneva College / Portage Learning contract agreement to meet pre- and co-requisite requirements (*optional* – course credits may be transferred)
- Applicants may transfer in approved general education courses and complete only the CORE Nursing Program curriculum.
- Advanced Placement Option for qualifying Licensed Practical Nurses (LPNs) for both AAS & BSN
- Eligibility to apply for NCLEX© examination and licensure as a Registered Nurse
- Full-time DAY-Division for BSN and Full-time Evening & Weekend (E&W) Division for AAS - occasional day or evening/weekend hours may be required of either division to meet specific program requirements
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experiences in medical centers and a variety of affiliated clinical sites
- Financial Aid for students who qualify

PROGRAM-SPECIFIC ADMISSION CRITERIA

Completion of Pre-Nursing Courses does not guarantee admission to the core Professional Nursing Program. For a list of additional Pre- or Co-Requisite courses, see the Program Curriculum Plan.

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is required. ATI TEAS (most current version) recommended minimum score of 66.1%. See **Application & Pre-Admission Testing** for additional information on page 77.

- Prospective nursing students with prior criminal offenses are urged to review the **Virginia Board of Nursing Guiding Document 90-55**.
- Completion of Pre-Application and Pre-Requisite general education courses. Cumulative college-level pre-requisites GPA of 3.0 or higher is recommended due to the competitive nature of admissions.
- Chemistry: 1 unit of high school or college-level chemistry must be verified before application to the core program can be submitted. Also accepted: CLEP or 100-level chemistry course, job-related chemistry, developmental courses in chemistry, or chemistry-related courses from military education. Geneva-Portage courses may also be taken to meet the Admission Criteria – CHEM 103, CHEM 104, CHEM 121, or CHM095 Basic Lab Chemistry *but these are NOT ELIGIBLE for financial aid.*
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Preadmissions Testing score (70%), Grade Point Average of Prerequisite courses (20%), and up to 10 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

ADDITIONAL ADMISSION CRITERIA FOR *LPN-TO-RN ADVANCED PLACEMENT OPTION*

- Applicants must meet all admissions and general education course requirements of the Professional Nursing Program to which they are applying - AAS or BSN as applicable.
- Applicants must have been employed as an LPN for at least one year within five years prior to application.
- Applicants must achieve a minimum score of 80% on a faculty-prepared written test based on the content of the first level courses of the Professional Nursing Program. Only one examination attempt will be permitted. Failure to achieve the required minimum score will result in ineligibility for advanced placement, and the applicant must apply for admission to Level 1 of the Professional Nursing program.
- Applicants must attend mandatory orientation session.
- Validation of clinical competencies may be required at the discretion of the Program Director.
- Applicants must be licensed to practice in Virginia or a licensure compact state. Proof of a current, unencumbered LPN license is required.
- Associate of Science in Health Sciences program graduates are eligible for acceptance in the LPN-to-RN and LPN-to-BSN Advanced Placement options (AAS or BSN).
- Accepted LPN-to-RN Advanced Placement (AP) students will be awarded 90 clinical hours and 17 semester credits (BSN), or 16 semester credits (AAS) for prior Practical Nursing education and current licensure.

PROFESSIONAL NURSING PROGRAM – TRADITIONAL BSN

LEARNING OUTCOMES

Upon program completion, the graduate will:

1. Evaluate the nursing process as it relates to the promotion of healthcare of individuals, families, and communities across the lifespan.
2. Examine professional nursing practice using knowledge from nursing science, liberal arts, and biological and behavioral sciences to think critically and reflectively when making moral, legal, and ethical decisions in a variety of practice settings.
3. Analyze principles and concepts of safety as related to the healthcare delivery and educational needs of diverse populations.
4. Integrate theoretical and empirical knowledge from the arts, sciences, and humanities to support competencies and values for caring professional nursing practice.

5. Utilize interprofessional collaboration and communication with other healthcare members in planning, coordinating, providing, and evaluating patient care, as well as performance improvement and education.
6. Analyze how educational theory may be applied as related to professional nursing practice in order to educate various populations.
7. Apply leadership and management concepts in the direction and provision of quality healthcare while integrating policy and human, fiscal, and material resources.
8. Distinguish concepts of clinical prevention, health promotion, and community health to educate individuals, families, and communities across the lifespan.

Course Delivery Methods

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class. An optional 8-week summer semester is available for Professional Nursing BSN students to take available coursework to accelerate their pace of completion. Courses may be online or residential.

Curriculum Plan

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS	
Pre-Application Course Requirements: *Complete before core program application submission.*	
ENGL 101 English Composition I	3 credits
BIOL 251 Human Anatomy & Physiology I w/Lab**	4 credits
BIOL 103 Medical Terminology *(waived for LPN-to-RN AP Option)*	3 credits
PSYC 101 Introduction to Psychology	3 credits
BIOL 121 Nutrition *(waived for LPN-to-RN AP Option)*	3 credits
If no documented high school Chemistry: CHM095 Basic Lab Chemistry minimum	(no college credit)
Pre-Matriculation Course Requirements: *Complete before program start.*	
ENGL 102 English Composition II	3 credits
BIOL 252 Human Anatomy & Physiology II w/Lab	4 credits
BIOL 271 Microbiology w/Lab	4 credits
MATH 101 College Algebra	3 credits
PSYC 140 Developmental (Lifespan) Psychology	3 credits
***Pre- or Co-Application Course Requirements*:** *Complete prior to the start of Level 5.*	
SOCI 180 Introduction to Sociology	3 credits
PHIL 120 Introduction to Ethics	3 credits
HUMN 160 Global Religion and Culture	3 credits
COMM 180 Foundations of Public Speaking	3 credits
Upper Level RCHS-Taught General Education Courses:	
GEN 321 Academic Writing [D]	3 credits
GEN 445 Leadership & Management in Healthcare [D]	3 credits
Total General Education Credits	**51 credits**

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*
***Anatomy & Physiology cannot be substituted with CLEP testing.*
All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

Completion of all GENERAL EDUCATION courses is required prior to enrollment in NSG 464.

CORE PROFESSIONAL NURSING – TRADITIONAL BSN PROGRAM CURRICULUM All courses are residential (taught on campus) unless noted as follows: [B] Blended/Hybrid course [D] Distance Course					
LEVEL 1 – 16 weeks	***A***	***CS***	***CE***	**Total Hours**	***CH***
GEN 321 Academic Writing for the Health Professional [D]	45			45	3
NUR 211 Foundations of Nursing Practice	60	67.5	67.5	195	7
NUR 231 Nursing Assessment & Clinical Judgement	30	22.5	22.5	75	3
NUR 241 Dimensional Analysis & Dosage Calculation (1st 8 weeks)	15			15	1
Total Level Hours	**150**	**90**	**90**	**330**	**14**
LEVEL 2 –16 weeks					
NUR 255 Adult Health Nursing I [B]	60	45	90	195	7
NUR 323 Concepts & Practice in Psychiatric & Mental Health Nursing	45		45	90	4
NUR 313 Concepts and Practice in Gerontological Nursing [B]	22.5		22.5	45	2
Total Level Hours	**127.5**	**45**	**157.5**	**330**	**13**
LEVEL 3 – 16 weeks					
NUR 355 Adult Health Nursing II [B]	60	45	75 / 15*	195	7
NUR 333 Concepts and Practice in Pediatric Nursing	45		37.5 / 7.5*	90	4
NUR 343 Concepts and Practice in Maternal-Newborn Nursing	45		37.5 / 7.5*	90	4
Total Level Hours	**150**	**45**	**150 / 30***	**375**	**15**
	**Simulation Hours*				
LEVEL 4 – 16 weeks					
NUR 455 Adult Health Nursing III [B]	60	22.5	112.5	195	7
NSG 443 Evidence Based Practice & Nursing Research [D] (1st 8wks)	45				3
NSG 352 Public Health and Community-Based Nursing [D] (2nd 8 wks)	60		45	105	5
NUR 464 Principles of Professional Practice [D]	30			30	2
Total Level Hours	**195**	**22.5**	**157.5**	**375**	**17**
LEVEL 5 – 16 weeks					
GEN 445 Leadership & Management in Healthcare [D]	45			45	3
NSG 464 Education for Health Promotion [D] (1st 8 weeks)	60		45	105	5
NSG 342 Nursing Theory in Practice [D] (2nd 8 weeks)	45			45	3
NUR 499 Professional Nursing Capstone [B]	30		135	165	5
Total Level Hours	**180**	**0**	**180**	**360**	**16**

CURRICULUM SUMMARY	Clock Hours	Credits
GEN ED Pre/Co-Requisite Credits Transferred in	**720**	**45**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	6.0*
Program Hours – Theory	802.5	47.5
Program Hours – Lab	202.5	4.5
Program Hours – Clinical (*includes 30 hours of Simulation*)	765	17
Total Core Program Hours	**1770**	**75**
Total Professional Nursing Program BSN Credit Hours		**120**

A =	Academic Instructional Hour (Theory)	15 clock hours	1 credit
CS =	Clinical Skills Lab Instructional Hour	45 clock hours	1 credit
CE =	Clinical Experience Hour	45 clock hours	1 credit
CH =	Credit Hour		

PROFESSIONAL NURSING PROGRAM (BSN) – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Nursing (Geneva) Courses*:	$300 per credit	**Additional Expenses:**	
		Book Estimate	$1,435
Core Program Courses:		Uniform and Shoe Estimate	$150
GEN courses	$400 per credit	Supplies Estimate	$120
NUR courses	$500 per credit	Credentialing Exam Estimate	$580
NSG courses	$350 per credit	ATI Launch Program *(if assigned)*	$250

*General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.

LPN credit replacing Level 1 core NUR curriculum courses is provided upon verification of prior nursing education and submission of a current unencumbered LPN license from Virginia or a compact state.

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Professional Nursing - Bachelor of Science in Nursing (BSN)

FULL TRADITIONAL Track

Semester (Level)	Credits	Tuition	Technology Fee	Resource Fee	ATI Subscription	Skills Lab Supplies	Totals
Pre-Track	33	$9,900	-	-	-	-	$9,900
1	14	$6,700	$100	$100	$800	$50	$7,750
2	13	$6,500	$100	$100	$800	$50	$7,550
Summer	6	$1,800	-	-	-	-	$1,800
3	15	$7,500	$100	$100	$800	$50	$8,550
4	17	$7,300	$100	$100	$800	$50	$8,350
Summer	6	$1,800	-	-	-	-	$1,800
5	16	$6,500	$100	$100	$800	$50	$7,550
	120	$48,000	$500	$500	$4,000	$250	**$53,250**

Professional Nursing - Bachelor of Science in Nursing (BSN)							
ACCELERATED Transfer Track							
Semester (Level)	**Credits**	**Tuition**	**Technology Fee**	**Resource Fee**	**ATI Subscription**	**Skills Lab Supplies**	**Totals**
Transferred	45	-	-	-	-	-	-
1	14	$6,700	$100	$100	$800	$50	$7,750
2	13	$6,500	$100	$100	$800	$50	$7,550
3	15	$7,500	$100	$100	$800	$50	$8,550
4	17	$7,300	$100	$100	$800	$50	$8,350
5	16	$6,500	$100	$100	$800	$50	$7,550
	75	$34,500	$500	$500	$4,000	$250	**$39,750**

Professional Nursing - Bachelor of Science in Nursing (BSN)							
LPN-to-RN ADVANCED PLACEMENT Option							
Semester (Level)	**Credits**	**Tuition**	**Technology Fee**	**Resource Fee**	**ATI Subscription**	**Skills Lab Supplies**	**Totals**
Transferred	39	-	-	-	-	-	-
LPN License	17	-	-	-	-	-	-
2	16	$7,700	$100	$100	$800	$50	$8,750
3	15	$7,500	$100	$100	$800	$50	$8,550
4	17	$7,300	$100	$100	$800	$50	$8,350
5	16	$6,500	$100	$100	$800	$50	$7,550
	64	$29,000	$400	$400	$3,200	$200	**$33,200**

PROGRAMMATIC ACCREDITATION: The Professional Nursing-BSN program at Riverside College of Health Sciences at 316 Main Street, located in Newport News, Virginia, is accredited by

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing program is Continuing Accreditation. View public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs.

LICENSURE:

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

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

PROFESSIONAL NURSING PROGRAM - AAS

LEARNING OUTCOMES

Upon program completion, the graduate will:

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

COURSE DELIVERY METHODS

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

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS	
Pre-Application Course Requirements: *(Completed before core program application submission)*	
ENGL 101 English Composition	3 credits
PSYC 140 Developmental Psychology	3 credits
BIOL 251 Human Anatomy & Physiology I with Lab**	4 credits
CHM095 Basic Lab Chemistry minimum *(if not satisfied by HS chemistry)*	(no college credit)
Pre-Matriculation Course Requirements: *(Complete prior to the first day of the core program start)*	
BIOL 121 Nutrition *(waived for LPN-to-RN AP Option)*	3 credits
Pre- or Co-Requisites Course Requirements*: *(May be taken in Level 1)*	
GEN 111 Introduction to Healthcare (*taught by RCHS*)	1 credit
BIOL 252 Human Anatomy & Physiology II with Lab **	4 credits
BIOL 271 Microbiology with Lab**	4 credits

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

CORE PROFESSIONAL NURSING - AAS PROGRAM CURRICULUM All courses are residential (taught on campus) unless noted as follows: [B] Blended/Hybrid course [D] Distance Course					
LEVEL 1 – 23 weeks Evening/Weekend	***A***	***CS***	***CE***	**Total Hours**	***CH***
NUR 111 Fundamental Nursing Skills	60	67.5	67.5	195	7.0
NUR 121 Principles of Nursing Practice [B]	30			30	2.0
NUR 131 Nursing Health Assessment	30	22.5	22.5	75	3.0
Total Level Hours	**120**	**90**	**90**	**405**	**12.0**
LEVEL 2 – 23 weeks Evening/Weekend					
NUR 122 Principles of Pediatric Nursing	45		45	90	4.0
NUR 142 Essentials of Maternal Newborn Nursing	45		45	90	4.0
NUR 152 Nursing Care of Adults I	52.5	22.5	90	165	6.0
Total Level Hours	**187.5**	**53**	**180**	420	**14.0**
LEVEL 3 – 23 weeks Evening/Weekend					
NUR 223 Principles of Psychiatric Nursing	45		67.5	112.5	4.5
NUR 253 Nursing Care of Adults II	60	45	112.5	217.5	7.5
Total Level Hours	**105**	**45**	**180**	**330**	**12.0**
LEVEL 4 – 23 weeks Evening/Weekend					
NUR 254 Nursing Care of Adults III	45		90	135	5.0
NUR 300 Nursing Capstone [B]	75		90	165	7.0
Total Level Hours	**120**	**0**	**172.5**	**300**	**12.0**

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	360	**21**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	1.0*
Core Program Hours – Theory	495	33
Core Program Hours – Skills Lab	157.5	3.5
Core Program Hours – Clinical + Simulation	652.5	14.5
Total CORE Program Hours	**1665**	**51**
Total Professional Nursing Program AAS Credit Hours		**72**

A =	Academic Instructional Hour (Theory)	15 clock hours	1 credit
CS =	Clinical Skills Lab Instructional Hour	45 clock hours	1 credit
CE =	Clinical Experience Hour	45 clock hours	1 credit
CH =	Credit Hour		

PROFESSIONAL NURSING PROGRAM (AAS) – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Nursing (Geneva) Courses:	$300 per credit	**Additional Expenses:**	
		Book Estimate	$1,435
Core Program Courses:		Uniform and Shoe Estimate	$150
GEN courses	$400 per credit	Supplies Estimate	$120
NUR courses	$500 per credit	Credentialing Exam Estimate	$580
NSG courses	$350 per credit	ATI Launch Program *(if assigned)*	$250

*General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.

LPN credit replacing Level 1 core NUR curriculum courses is provided upon verification of prior nursing education and submission of unencumbered, current LPN license from Virginia or a compact state.

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Professional Nursing - Associate of Applied Science (AAS)

FULL TRADITIONAL Track

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	ATI Subscription	Skills Lab Supplies	Totals
Pre-Track	13	$3,900	-	-	-	-	$3,900
1	17	$7,600	$100	$100	$800	$50	$8,650
2	18	$8,200	$100	$100	$800	$50	$9,250
3	12	$6,000	$100	$100	$800	$50	$7,050
4	12	$6,000	$100	$100	$800	$50	$7,050
	72	$31,700	$400	$400	$3,200	$200	**$35,900**

Professional Nursing - Associate of Applied Science (AAS)

ACCELERATED Transfer Track

Semester (Level)	Credits	Tuition	Technology Fee	Resource Fee	ATI Subscription	Skills Lab Supplies	Totals
Transferred	*21*	-	-	-	-	-	-
1	13	$6,400	$100	$100	$800	$50	$7,450
2	14	$7,000	$100	$100	$800	$50	$8,050
3	12	$6,000	$100	$100	$800	$50	$7,050
4	12	$6,000	$100	$100	$800	$50	$7,050
	51	$25,400	$400	$400	$3,200	$200	**$29,600**

Professional Nursing - Associate of Applied Science (AAS)

LPN-to-RN ADVANCED PLACEMENT Option

Semester (Level)	Credits	Tuition	Technology Fee	Resource Fee	ATI Subscription	Skills Lab Supplies	Totals
Transferred	*18*	-	-	-	-	-	-
LPN Credit	16	-	-	-	-	-	-
2	14	$7,000	$100	$100	$800	$50	$8,050
3	12	$6,000	$100	$100	$800	$50	$7,050
4	12	$6,000	$100	$100	$800	$50	$7,050
	38	$19,000	$300	$300	$2,400	$150	**$22,150**

PROGRAMMATIC ACCREDITATION

The Professional Nursing AAS program is approved by the Virginia Board of Nursing (VBON). Initial approval from the VBON was received in July 2024.

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

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree Professional Nursing program is continuing accreditation. View public information disclosed by ACEN regarding this program at: https://www.acenursing.org/search-programs

LICENSURE:

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

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

RN-to-BSN Post-Licensure Program

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

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

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

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

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

What We Offer

- Bachelor of Science Degree in Nursing
- 120 Total Semester Credits (540 Core Clock Hours)
- Full- or Part-time, Distance Education Program. All courses are 8-weeks in length. The RN-to-BSN Core Curriculum includes two 16-week semesters (two 8-week sessions/semester) and one 8-week summer semester per year (40 weeks – 1 academic year full-time or 80 weeks – 2 academic years part-time); in addition to specified College-level prerequisite preadmission nursing and general education courses
- Several courses have integrated independent practicum experiences which may be completed in the student's community or work setting.
- Concurrent enrollment option for eligible pre-licensure Professional Nursing students with a ≥2.5 GPA
- Financial Aid for students who qualify
- Career Planning

Learning Outcomes

Upon program completion, the graduate will:

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

Course Delivery Methods

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

Technology Requirements

As the RN-to-BSN is a fully online program, adherence to RCHS technology requirements is essential (*see page 107*). It is the student's responsibility to ensure that they have what is minimally required to be successful in the program.

Attendance Requirements

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

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

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

Programmatic Accreditation

The RN-to-BSN nursing program at Riverside College of Health Sciences at 316 Main Street located in Newport News, Virginia, is accredited by

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the Baccalaureate (RN to BSN) nursing program is Continuing Accreditation. View public information disclosed by the ACEN regarding this program at https://www.acenursing.org/search-programs

Program-Specific Admission Criteria

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Applicant must be licensed to practice in a licensure compact state. Concurrent pre-licensure students must obtain their license prior to the conferral of their bachelor's degree.
- Completion of Pre-Application and Pre-Requisite general education courses.
- Applicant Evaluation Guidelines: Admission primarily based on the following factors: completion of pre-application courses with a grade of "C" or better and up to 6 bonus points for RN License, Riverside Employee, and previous college alumni.

Curriculum Plan

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS			
Pre-Application Course Requirements: *(Completed before core program application submission)*			
English Composition	3 credits	Anatomy & Physiology I & II w/Lab**	8 credits
Developmental Psychology	3 credits	Microbiology w/Lab**	4 credits
Additional Pre- or Co-Requisite Course Requirements: *(All 100 level or higher)*			
English Elective	3 credits	Social Sciences Electives (2)	6 credits
Fine Arts & Humanities Electives (2)	6 credits	Speech & Communications Elective	3 credits
Mathematics Elective	3 credits	General Electives	2 credits
Natural Science Elective	3 credits		
Upper Level Co-Requisites* *(Taught by RCHS)*			
GEN 311 Principles of Baccalaureate Learning		3 credits	
GEN 321 Academic Writing for the Health Professional *(GEN 311 is a Pre/Co requisite)*		3 credits	

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

General education courses may only apply to one program requirement (i.e., Natural Sciences, Math, Social Sciences, Humanities, etc.) – courses cannot be duplicated to meet elective requirements.

Students may opt to take core NSG program courses part-time or full-time.

Completion of <u>all</u> GENERAL EDUCATION courses is required prior to enrollment in NSG 464. Pre-licensure admitted students: A current unencumbered RN license in the state of resident is required prior to enrollment in NSG 464.

CORE RN-to-BSN PROGRAM CURRICULUM *All courses are delivered online.*					
COURSE REQUIREMENTS	**A**	**P**	**CH**	**CR**	**Prerequisites**
NSG 332 Issues & Trends in Nursing	45		45	3	GEN 311 GEN 321
NSG 342 Nursing Theory in Practice	45		45	3	GEN 311 GEN 321
NSG 352 Public Health & Community-Based Nursing	60	45	105	5	GEN 311 GEN 321
NSG 423 Legal & Ethical Issues in Nursing	45		45	3	NSG 332 NSG 342
NSG 443 Evidenced Based Practice & Nursing Research	45		45	3	NSG 332 NSG 352
NSG 444 Policy & Politics in Nursing	45		45	3	NSG 423
NSG 454 Nursing Leadership & Management	60	45	105	5	NSG 443
NSG 464 Education for Health Promotion (Capstone)	60	45	105	5	NSG 454

CURRICULUM SUMMARY	**A**	**P**	**CH**	**CR**
College Level General Education Requirements *(Transferred)*				27
Additional College Level General Education Requirements *(available through Geneva/Portage)*	255		255	17
Upper-Level RCHS General Education Requirements	90		90	6
Total General Education Pre- / Co-requisite Credit Hours			**345**	**50**
Prior Nursing Education and Licensure Granted Credit				**40**
RCHS Curriculum Hours				
Core Program Hours – Theory	405		405	27
Core Program Hours – Practicum		135	135	3
Total RCHS Program Nursing Credit Hours			540	30
Total RCHS Program Core Credit Hours			**630**	**36**
Total Program Curriculum Hours w/ General Education Courses and Transfers				**120**

A =	Academic Instructional Hour (Theory)	15 clock hours	1 credit
P =	Practicum Hour	45 clock hours	1 credit
CH =	Clock Hour	CR = Credit Hour	

RN-TO-BSN – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Requisite General Education (GE) Courses (Portage) Courses*: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
NSG courses	$350 per credit

Additional Expenses:

Book Estimate	$1,435
Computer Supplies Estimate	$1,200

*General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider

Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.

Program tuition and expenses do not include application or transcript evaluation fees or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Practicums

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

Professional Nursing - RN - to - BSN (Bachelor of Science in Nursing)

FULL TRADITIONAL Track

Semester	Credits*	Tuition	Technology Fee	Totals
Transferred	27	-	-	-
RN License	40	-	-	-
1	4 GE - 6 GEN - 3 NSG	$4,650	$100	$4,750
2	4 GE - 8 NSG	$4,000	$100	$4,100
Summer	6 GE	$1,800	-	$1,800
1	3 GE - 9 NSG	$4,050	$100	$4,150
2	10 NSG	$3,500	$100	$3,600
	53	$18,000	$400	**$18,400**

Professional Nursing - RN - to - BSN (Bachelor of Science in Nursing)

ACCELERATED Transfer Track

Semester	Credits	Tuition	Technology Fee	Totals
Transferred	44	-	-	-
RN License	40	-	-	$ -
1	6 GEN - 6 NSG	$3,900	$100	$4,000
2	14 NSG	$4,900	$100	$5,000
Summer	10 NSG	$3,500	-	$3,500
	120	$12,300	$200	**$12,500**

*****Suggested course sequencing and enrollment to complete the Full Traditional track in two (2) academic years. Accelerated Transfer track may be completed in one (1) academic year.

GE – Geneva/Portage Courses **GEN** – RCHS taught General Ed Courses **NSG** – Nursing BSN Core Courses

A minimum of 27 (up to a total of 44) Pre- and Co-requisite general education course semester credits may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.

A maximum of 17 General Education (GE) course semester credits may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning.

Prior core nursing education and verified current RN licensure transfers 40 semester credits





Pictured on this page: RCHS Professional Nursing students presenting their Capstone Change Projects at RRMC.

Health Sciences Program

The Health Sciences program (ASHS) is designed to provide an educational and career bridge to diploma prepared, licensed or certified health practitioners. Practical or vocational nurses, radiologic technologists, surgical technologists, medical assistants, med-techs and military medical corpsman have historically earned diplomas or certificates at the completion of their programs. These healthcare professionals may seek additional education to progress their careers in supervisory or academic roles.

Applicants are required hold a current, unencumbered license (Virginia or compact state) or certification in their healthcare discipline (LPN, LVN, RT(R), CST, CMA, RMA, etc.) and provide transcripts from their formal discipline education. Accepted students earn 40 credits towards their ASHS program with evidence of at least 40 semester credits (or equivalent) of previous healthcare program education and the attainment of the associated license or certification. Graduates of the ASHS program will achieve all prerequisite courses and be eligible to apply for transfer into the RCHS Professional Nursing Bachelor of Science (BSN) program*. Licensed Practical Nurses (or LVNs) graduating from the Associate of Science in Health Sciences program may apply to the Advanced Placement (AP) option within the BSN program*.

**All remaining BSN or LPN-to-BSN Advanced Placement option program-specific Admission Criteria must be met.*

What We Offer

- Associate of Science in Health Sciences
- 73 Total Semester Credits (600 Core Clock Hours)
- Full- or Part-time, Distance Education Program. The ASHS Core Curriculum includes two 16-week semesters (two 8-week sessions/semester) and one 8-week summer semester per year (40 weeks – 1 academic year full-time or 80 weeks – 2 academic years part-time); in addition to specified College-level prerequisite preadmission nursing/allied health and general education courses
- Two courses have integrated independent practicum experiences which may be completed in the college's simulation laboratory and discipline-specific work setting.
- Financial Aid for students who qualify
- Career Planning

Learning Outcomes

Upon program completion, the graduate will:

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

PROGRAM-SPECIFIC ADMISSION CRITERIA

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmission testing not required.
- Prerequisite college general education courses are not required.
- High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.
- Must hold a current, unencumbered license (Virginia or compact state) or certification in their healthcare discipline (LPN, LVN, RT(R), CST, CMA, RMA, etc.) and provide transcripts from formal discipline education demonstrating the completion of at least 40 semester credits or equivalent.

CURRICULUM PLAN

RIVERSIDE PROFESSIONAL CREDITS		
Completed or Concurrent* Riverside program with current certification / licensure		**CREDITS Awarded**
Diploma	Practical Nursing* *(LPN required before conferral of AS degree)*	40.0
Certificate	Radiologic Technology *(ARRT required)*	40.0
Certificate	Surgical Technology *(AST required)*	40.0

SAMPLE CURRICULUM PLAN (Full-time)								
Semester 1 - 16 Weeks								
Course #	***Course Description***	***A***	***CS***	***CE***	***Total Hours***	***CH***	***Delivery***	***Pre-Reqs***
GEN 141	A & P for the Allied Health Prof	60			60	4.0	*Blended*	*License/Cert*
GEN 141L	A & P for the Allied Health Prof - Lab		45		45	1.0	*Blended*	*License/Cert*
GEN 201	Health Sciences Practicum I	30		45	75	3.0	*Blended*	*License/Cert*
ENGL 101	English Composition I	45			45	3.0	*Distance*	*NONE*
MATH 101	College Algebra	45			45	3.0	*Distance*	*NONE*
	TOTAL CREDITS	**180**	**45**	**45**	**270**	**14.0**		
Semester 2 - Summer Session - 8 Weeks								
Course #	***Course Description***	***A***	***CS***	***CE***	***Total Hours***	***CH***	***Delivery***	***Pre-Reqs***
GEN 321	Academic Writing for the Health Professional	45			45	*3.0*	*Distance*	*ENGL 101*
PSYC 101	Introduction to Psychology	45			45	*3.0*	*Distance*	*NONE*
	TOTAL CREDITS	**90**	**0**	**0**	**90**	**6.0**		
Semester 3 - 16 Weeks								
Course #	***Course Description***	***A***	***CS***	***CE***	***Total Hours***	***CH***	***Delivery***	***Pre-Reqs***
GEN 202	Health Sciences Practicum II	30		45	75	3	*Blended*	*GEN 201*
GEN 445	Leadership & Management in Healthcare	45			45	3	*Distance*	*GEN 321*
BIOL 271	Microbiology w/Lab	45	30		75	4	*Distance*	*BIO / Chem*
PSYC 140	Developmental (Lifespan) Psychology	45			45	3	*Distance*	*PSYC 101*
	TOTAL CREDITS	**165**	**30**	**45**	**240**	**13.0**		

CURRICULUM BREAKDOWN	Clock Hrs	Credits
TOTAL Pre-REQUISITE Riverside Program CREDITS		**40.0**
PROGRAM HOURS - RCHS Taught	345.00	17.0
PROGRAM HOURS - Portage Taught or Transferred In	255.00	16.0
TOTAL RCHS Associate of Science in Health Sciences CURRICULUM CREDIT HOURS		**73.0**

HEALTH SCIENCES – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Core Program Courses:	
Portage courses	$300 per credit
GEN courses	$400 per credit

Additional Expenses:	
Book Estimate	$750
Credentialing Exam Estimate	N/A
Uniform & Shoe Estimate	N/A

General education courses required as a pre- or co-requisite for a program of study are accepted if taken an institution accredited by an agency recognized by the United States Department of Education (USDE). American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning© and StraighterLine©.

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Health Sciences - Associate of Science (ASHS)
Diploma / Certificate Program Completer (PN, RT, ST, etc.)

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	Totals
Transferred	40	-	-	-	-
1	14	$5,000	$100	$100	$5,200
2 - Summer	6	$2,100	-	-	$2,100
3	13	$4,500	$100	$100	$4,700
	33	$11,600	$200	$200	**$12,000**

Practical Nursing Program

(Students entering the PN Program prior to July 2026 follow the Curriculum Plan as published in the year of program start.)

Licensed practical nurses (LPN) use intelligence, care, and compassion to provide direct therapeutic patient care. They serve in a variety of roles and work under the supervision of physicians and registered nurses. The LPN's competence implies knowledge, understanding, and skills that transcend specific tasks and is guided by a commitment to the public and to the high standards of the nursing profession.

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

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

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

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

What We Offer

- Diploma in Practical Nursing – 40 Total Semester Credits (945 Core Clock Hours)
- Eligibility for licensure as a Licensed Practical Nurse
- Full-time Day Curriculum consisting of two 16-week semesters and one 12-week summer semester (44 total weeks – 1 academic year) - *occasional evening or weekend hours may be required*
- Full-time Evening/Weekend Curriculum consisting of three 23-week semesters (69 total weeks – 1 academic year) - *occasional daytime hours may be required*
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- MA-to-LPN: Transcript evaluation and opportunity for first term course(s) transfer credit for currently certified or licensed healthcare professionals (i.e., Medical Assistants, Corpsmen, EMTs, etc.)

Learning Outcomes

Upon program completion the graduate will:

1. Provide safe, competent, evidenced-based nursing care utilizing critical thinking skills and the nursing process.
2. Apply principles of safety to provide safe nursing care in a variety of healthcare settings.
3. Communicate effectively to establish trusting interpersonal relationships with individuals, families, and members of the interdisciplinary team.

4. Collaborate with clients, families, and members of the interdisciplinary team to facilitate patient education and self-care.
5. Function as an advocate for patients and families with respect for their inherent worth and dignity.
6. Apply principles of leadership and management to provide individualized holistic nursing care to individuals and families.
7. Practice accountability when providing care to patient and families.

Course Delivery Methods

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

Program-specific Admission Criteria

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is required. ATI TEAS (most current version) recommended minimum score of 58.4%. See **Application & Pre-Admission Testing** for additional information on page 77.
- Prospective nursing students with prior criminal offenses are urged to review the **Virginia Board of Nursing Guiding Document 90-55**.
- No prerequisite college courses required.
- High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Grade Point Average of Prerequisite courses (94%) and up to 6 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

Program Approved By:

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

Programmatic Accreditation

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

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

The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing program is Continuing Accreditation. View public information disclosed by ACEN regarding this program at https://www.acenursing.org/search-programs

Licensure

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

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

CURRICULUM PLAN – DAY DIVISION

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

DAY DIVISION – Fall (August) Start Date

LEVEL 1 – Fall 16 weeks	A	CS	CE	SIM	CH	Credit hour
PN 101C Clinical Practicum I			82.5	7.5	90	2
PN 111 Medical Terminology [D]	15				15	1
PN 121 Nursing Fundamentals	45	90			135	5
PN 131 Health Assessment	15	22.5			37.5	1.5
PN 141 Nursing Concepts [B]	30				30	2
PN 151 Body Structure and Function	45				45	3
PN 161 Basic Nutrition for Nursing [D]	15				15	1
Total Level	**165**	**112.5**	**82.5**	**7.5**	**367.5**	**15.5**
LEVEL 2 – Spring 16 weeks						
PN 102C Clinical Practicum II			120	15	135	3
PN 122 Adult Health Nursing I	67.5				67.5	4.5
PN 172 Maternal / Child Nursing	67.5				67.5	4.5
Total Level	**135**	**0**	**120**	**15**	**270**	**12**
LEVEL 3- Summer 12 weeks						
PN 103C Clinical Practicum III			120	15	135	3
PN 123 Adult Health II	60				60	4
PN 200 Capstone [B]	45		45		90	4
PN 182 Mental Health / Psychiatric Nursing	22.5				22.5	1.5
Total Level	**127.5**	**0**	**165**	**15**	**307.5**	**12.5**
Total Program Hours & Credits	**427.5**	**112.5**	**367.5**	**37.5**	**945**	**40**

DAY DIVISION – Spring (January) Start Date

LEVEL 1 – Spring 16 weeks	A	CS	CE	SIM	CH	Credit hour
PN 101C Clinical Practicum I			82.5	7.5	90	2
PN 111 Medical Terminology [D]	15				15	1
PN 121 Nursing Fundamentals	45	90			135	5
PN 131 Health Assessment	15	22.5			37.5	1.5
PN 141 Nursing Concepts [B]	30				30	2
PN 151 Body Structure and Function	45				45	3
PN 161 Basic Nutrition for Nursing [D]	15				15	1
Total Level	**165**	**112.5**	**82.5**	**7.5**	**367.5**	**15.5**
LEVEL 2 – Summer 12 weeks						
PN 102C Clinical Practicum II			120	15	135	3
PN 122 Adult Health Nursing I	67.5				67.5	4.5
PN 172 Maternal / Child Nursing	67.5				67.5	4.5
Total Level	**135**	**0**	**120**	**15**	**270**	**12**
LEVEL 3 – Fall 16 weeks						
PN 103C Clinical Practicum III			120	15	135	3
PN 182 Mental Health / Psychiatric Nursing	22.5				22.5	1.5
PN 123 Adult Health II	60				60	4
PN 200 Capstone [B]	45		45		90	4
Total Level	**127.5**	**0**	**165**	**15**	**307.5**	**12.5**
Total Program Hours & Credits	**427.5**	**112.5**	**367.5**	**37.5**	**945**	**40**

CURRICULUM PLAN – EVENING & WEEKEND DIVISION

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

EVENING & WEEKEND DIVISION – Fall (July) Start Date

LEVEL 1 – Fall 23 weeks	A	CS	CE	SIM	CH	Credit hour
PN 101C Clinical Practicum I			82.5	7.5	90	2
PN 111 Medical Terminology [D]	15				15	1
PN 121 Nursing Fundamentals	45	90			135	5
PN 131 Health Assessment	15	22.5			37.5	1.5
PN 141 Nursing Concepts [B]	30				30	2
PN 151 Body Structure and Function	45				45	3
PN 161 Basic Nutrition for Nursing [D]	15				15	1
Total Level	**165**	**112.5**	**82.5**	**7.5**	**367.5**	**15.5**
LEVEL 2 – Spring 23 weeks						
PN 102C Clinical Practicum II			120	15	135	3
PN 122 Adult Health Nursing I	67.5				67.5	4.5
PN 172 Maternal / Child Nursing	67.5				67.5	4.5
Total Level	**135**	**0**	**120**	**15**	**270**	**12**
LEVEL 3- Fall 23 weeks						
PN 103C Clinical Practicum III			120	15	135	3
PN 123 Adult Health II	60				60	4
PN 200 Capstone [B]	45		45		90	4
PN 182 Mental Health / Psychiatric Nursing	22.5				22.5	1.5
Total Level	**127.5**	**0**	**165**	**15**	**307.5**	**12.5**
Total Program Hours & Credits	**427.5**	**112.5**	**367.5**	**37.5**	**945**	**40**

EVENING & WEEKEND DIVISION – Spring (January) Start Date

LEVEL 1 – Spring 23 weeks	A	CS	CE	SIM	CH	Credit hour
PN 101C Clinical Practicum I			82.5	7.5	90	2
PN 111 Medical Terminology [D]	15				15	1
PN 121 Nursing Fundamentals	45	90			135	5
PN 131 Health Assessment	15	22.5			37.5	1.5
PN 141 Nursing Concepts [B]	30				30	2
PN 151 Body Structure and Function	45				45	3
PN 161 Basic Nutrition for Nursing [D]	15				15	1
Total Level	**165**	**112.5**	**82.5**	**7.5**	**367.5**	**15.5**
LEVEL 2 – Fall 23 weeks						
PN 102C Clinical Practicum II			120	15	135	3
PN 122 Adult Health Nursing I	67.5				67.5	4.5
PN 172 Maternal / Child Nursing	67.5				67.5	4.5
Total Level	**135**	**0**	**120**	**15**	**270**	**12**
LEVEL 3- Spring 23 weeks						
PN 103C Clinical Practicum III			120	15	135	3
PN 123 Adult Health II	60				60	4.5
PN 200 Capstone [B]	45		45		90	4
PN 182 Mental Health / Psychiatric Nursing	22.5				22.5	1.5
Total Level	**127.5**	**0**	**165**	**15**	**307.5**	**12.5**
Total Program Hours & Credits	**427.5**	**112.5**	**367.5**	**37.5**	**945**	**40**

A= Academic Instructional Hours (Theory) 15 clock hours = 1 credit
CS= Clinical Skills Lab Instructional Hours 45 clock hours = 1 credit
CE= Clinical Experience Hours 45 clock hours = 1 credit
SIM- Simulated clinical experience hours

PRACTICAL NURSING – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Core Program Courses:

PN Courses	$400 per credit

Additional Expenses:

Book Estimate	$1,500
Credentialing Exam Estimate	$580
Supplies Estimate	$120
Uniform & Shoe Estimate	$150

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Practical Nursing - DIPLOMA (Credit Hour Program)

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	ATI Subscription	Skills Lab Supplies	Totals
1	15.5	$6,200	$100	$100	$400	$50	$6,850
2	12	$4,800	$100	$100	$400	$50	$5,450
3	12.5	$5,000	$100	$100	$400	$50	$5,650
	40	$16,000	$300	$300	$1,200	$150	**$17,950**



NURSE AIDE PROGRAM

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

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

WHAT WE OFFER

- Nurse Aide Certificate – 174 Clock Hours
- Eligibility for certification as a Certified Nurse Aide
- Full-time Day Option consisting of 6 weeks; occasional evening or weekend hours may be required
- Face-to-face theoretical instruction integrated with laboratory simulations and clinical experiences
- Hands-on clinical experience in our modern medical center and long-term care facilities
- Career Planning

LEARNING OUTCOMES

At the completion of NA 100, the student will:

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

COURSE DELIVERY METHODS

All courses in this program are delivered on-campus.

PROGRAM-SPECIFIC ADMISSION CRITERIA

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmission testing not required.
- Prerequisite college courses are not required.
- High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.

PROGRAM APPROVED BY:

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

CURRICULUM PLAN

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

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

NURSE AIDE – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

FEES APPLICABLE TO ACCEPTED NURSE AIDE STUDENTS

- Applicant Processing Fee - $25
- Background Screening, Drug Testing, Immunization & Medical Records Management Estimate* - $134.00

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

TUITION	**$800.00**
Book Estimate (optional)	$40.00
Uniform & Shoe Estimate	$60.00
Credentialing Estimate:	$140.00

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

Additional Program Costs Related to Clinical Placements

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







Pictured on this page: RCHS staff, faculty, and students enjoying an on-campus rodeo day!

SCHOOL OF ALLIED HEALTH CORE PROGRAMS

THE SCHOOL OF ALLIED HEALTH INCLUDES PROGRAMS IN:

- **Cardiovascular Technology Program:**
  - ***Adult Cardiac Sonography*****,** Associate of Science Degree
  - ***Non-Invasive Vascular Sonography*****,** Associate of Science Degree
- **Physical Therapist Assistant,** Associate of Applied Science Degree
- **Radiologic Technology,** Associate of Applied Science Degree
- **Respiratory Care,** Associate of Science Degree
- **Surgical Technology,** Associate of Applied Science Degree



EDUCATIONAL REQUIREMENTS FOR SPECIFIC STATE LICENSING OR CREDENTIALING FOR THE ALLIED HEALTH PROGRAMS.

For specific, additional information on the Physical Therapist Assistant Program, see page 51.

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

Pictured clockwise from top right:

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



Cardiovascular Technology Programs

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

The Cardiac Sonographer performs cardiac ultrasounds, exercise and pharmacologic stress testing, and assists with transesophageal, intra-cardiac and intra-operative procedures to provide physicians with the analytical information needed for diagnosis and treatment. The Non-Invasive Vascular Sonographer performs ultrasounds of the arteries and veins in the extremities, head, neck, and abdomen to provide physicians with the analytical information needed for a diagnosis and treatment. Each program curriculum includes a thorough study of ultrasound physics, skills laboratory time, and over 1,000 hours of clinical practice.

What We Offer

- Associate of Science in Cardiovascular Technology
- Two CVT Specialties – Adult Cardiac Sonography – 77.5 Total Semester Credits (1800 Core Clock Hours) & Non-Invasive Vascular Sonography 78.5 Total Semester Credits (1755 Core Clock Hours)
- Full-time Day Core Curriculum consisting of four 16-week semesters and one 8-week semester (72 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission general education courses
- Online general education courses through Geneva College/Portage Learning contract agreement
- Applicants may transfer in approved general education courses and complete only the CORE CVT Program curriculum.
- Advanced Placement Option for qualifying healthcare practitioners with current healthcare credential.
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Low Instructor-Student ratio
- Financial aid for students who qualify
- Career Planning

Course Delivery Methods

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

Program-specific Admission Criteria

Completion of the Pre-Allied Health Courses does not guarantee admission to a core Allied Health Program.

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is required. ATI TEAS (most current version) recommended minimum score of 61.4%. See **Application & Pre-Admission Testing** for additional information on page 77.
- Completion of Pre-Application and Pre-Requisite general education courses.
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Preadmission Testing (70%), Grade Point Average of Prerequisite courses (20%), and up to 10 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

GENERAL EDUCATION PRE-APPLICATION COURSE REQUIREMENTS:

MUST BE COMPLETED PRIOR TO APPLICATION SUBMISSION

BIOL 251 Human Anatomy & Physiology I w/Lab	4 credits
ENGL 101 English Composition	3 credits
MATH 101College Algebra	3 credits

GENERAL EDUCATION PRE-REQUISITE COURSE REQUIREMENTS:

MUST BE COMPLETED BEFORE THE FIRST DAY OF THE CORE PROGRAM START

BIOL 103 Medical Terminology	3 credits
PSYC 101 Psychology	3 credits

GENERAL EDUCATION PRE- OR CO-REQUISITE COURSE REQUIREMENTS:

MUST BE COMPLETED BEFORE PROGRAM START OR AS SPECIFIED IN THE CURRICULUM PLAN BELOW

PHYS 165 Physics	3 credits
PHIL 120 Ethics	3 credits
GEN 111 Introduction to Healthcare$^{\nabla}$	1 credit
GEN 141 A&P for the Allied Health Professional$^{\nabla}$	4 credits
GEN 141L A&P for the Allied Health Professional Lab$^{\nabla}$	1 credit

$^{\nabla}$*Courses taught by Riverside College of Health Sciences*

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

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

ADDITIONAL ADMISSION CRITERIA FOR *ADVANCED PLACEMENT OPTION*

- Applicant must meet all admission and general education course requirements of the Cardiovascular Technology Program to which they are applying – Adult Cardiovascular Sonography or Non-Invasive vascular Sonography.
- Applicant must hold a healthcare license or certification to practice in Virginia or another state.
- Prior healthcare credit replacing Level 1 core CVT curriculum courses (except CVT 311 Introduction to Cardiovascular Technology) is provided upon verification of prior healthcare education and submission of an unencumbered current license/certificate from Virginia or another state.

PROGRAMMATIC ACCREDITATION

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

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

Joint Review Committee on Education in Cardiovascular Technology
355 Hartford Avenue West, Uxbridge, MA 01569
(413) 628-5228 www.jrccvt.org

CREDENTIALING

Students are required to challenge the Sonography Principles and Instrumentation (SPI) Examination and the Adult Echocardiography (AE) Examination or Vascular Technology (VT) Examination with the American Registry of Diagnostic Medical Sonography (ARDMS) prior to graduation. They may also choose the Registered Cardiac Sonographer (RCS) Examination or Registered Vascular Specialist (RVS) Examination with Cardiac Credentialing International prior to graduation. Further information may be obtained from:

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

Cardiovascular Credentialing International (CCI)
3739 National Drive, Suite 202, Raleigh, NC 27612
(919) 861-4539 www.cci-online.org

CVT Program: Adult Cardiac Sonography Specialty

PROGRAM GOAL

The mission of the Cardiovascular Technology Program – Adult Cardiac Sonography Specialty is to prepare Cardiovascular Technologists or Diagnostic Medical Sonographers who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of adult cardiac sonography.

LEARNING OUTCOMES

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

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS*		
Pre-Application Course Requirements▽:		*▽Courses available online through RCHS-Geneva/Portage Education Provider Agreement* **Minimum "C" grade required for all general education courses.*
ENGL 101 English Composition I [D]	3 credits	
MATH 101 College Algebra [D]	3 credits	
BIOL 251 Human Anatomy & Physiology I w/Lab [D]	4 credits	
Pre-Matriculation Course Requirements▽: *(Must be completed before the first day of the core program.)*		
BIOL 103 Medical Terminology [D]	3 credits	
PSYC 101 Psychology [D]	3 credits	
Pre- or Co-Requisite Course Requirements▽: *(May be completed prior to core program start or as specified on curriculum plan.)*		
GEN 111 Introduction to Health Care	1 credit	
PHYS 165 Physics [D]	3 credits	
PHIL 120 Ethics [D]	3 credits	

CVT with ADULT CARDIAC SONOGRAPHY SPECIALTY CORE CURRICULUM

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

Level 1 - 16 Weeks		**A**	**CS**	**CE**	**CH**
GEN 111	Introduction to Health Care [B] *(may be taken as pre-req)*	7.5		22.5	1.0
GEN 141	A&P for the Healthcare Professional [B]	60			4.0
GEN 141L	A&P for the Healthcare Professional Lab		45		1.0
CVT 311	Introduction to Cardiovascular Technology [D]	30			2.0
CVT 112	Patient Care	45			3.0
CVT 112L	Patient Care Lab		45		1.0
PHYS 165	Physics [D] *(may be taken as pre-req)*	45			3.0
	Total Level Hours	**187.5**	**90.0**	**22.5**	**15.0**
Level 2 - 16 Weeks					
ECH 331	Echocardiography Technology I	75			5.0
ECH 331L	Echocardiography Technology I Lab		135		3.0
CVT 341	Acoustic or Ultrasound Physics I	60			4.0
PHIL 120	Ethics [D] *(may be taken as pre-req)*	45			3.0
	Total Level Hours	**180**	**135**	**0**	**15**
CVT 311	Introduction to Cardiovascular Technology [D] *(AP only)*	30			2.0
Level 3 - 8 Weeks					
ECH 302C	Clinical Education I			180	4.0
ECH 332	Echocardiography Technology II	30			2.0
	Total Level Hours	**30**	**0**	**180**	**6.0**
Level 4 - 16 Weeks					
ECH 333	Echocardiography Technology III	45			3.0
ECH 333L	Echocardiography Technology III Lab		45		1.0
ECH 341	Image Analysis or Report Writing	15			1.0
ECH 303C	Clinical Education II			360	8.0
	Total Level Hours	**60**	**45**	**360**	**13.0**
Level 5 - 16 Weeks					
ECH 399	Capstone Review	30			2.0
ECH 304C	Clinical Education III			480	10.5
	Total Level Hours	**30**	**0**	**480**	**12.5**

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	**345**	**22.0**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	6.0*
Core Program Hours – Theory	397.50	27.0
Core Program Hours – Lab	270.00	6.0
Core Program Hours – Clinical	1042.50	22.5
Total CORE Program Hours / Credits	**1800.0**	**55.5**
Total CVT Adult Cardiac Sonography Hours / Credit	**2055.0**	**77.5**

A = Academic Instructional Hour; CS = Clinical Skills Lab Instructional Hour; CE = Clinical experience Hour; CH = Credit Hour

CARDIOVASCULAR TECHNOLOGY – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Allied Health (Geneva) Courses: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
CVT/ECH courses	$450 per credit

Additional Expenses:

Book Estimate	$575
Uniform and Shoe Estimate	$150
Credentialing Exam Estimate	1st Attempt Included
ATI Launch Program *(if assigned)*	$250

Program tuition and expenses do not include transcript evaluation fees, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

CVT (Adult Cardiac Sonography) - Associate of Science (AS)

FULL TRADITIONAL Track

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	Clinical Subscription	Skills Lab Supplies	Totals
Pre-Track	16	$4,800	-	-	-	-	$4,800
1	15	$6,000	$100	$100	$50	$50	$6,300
2	15	$6,300	$100	$100	$50	$50	$6,600
3 - Summer	6	$2,700	-	-	-	-	$2,700
4	13	$5,850	$100	$100	$50	$50	$6,150
5	12.5	$5,625	$100	$100	$50	$50	$5,925
	77.5	$31,275	$400	$400	$200	$200	**$32,475**

CVT (Adult Cardiac Sonography) - Associate of Science (AS) ACCELERATED Transfer Track							
Semester (Level)	**Credits**	**Tuition**	**Technology Fee**	**Resource Fee**	**Clinical Subscription**	**Skills Lab Supplies**	**Totals**
Transferred	16	-	-	-	-	-	-
1	15	$6,000	$100	$100	$50	$50	$6,300
2	15	$6,300	$100	$100	$50	$50	$6,600
3 - Summer	6	$2,700	-	-	-	-	$2,700
4	13	$5,850	$100	$100	$50	$50	$6,150
5	12.5	$5,625	$100	$100	$50	$50	$5,925
	61.5	$26,475	$400	$400	$200	$200	**$27,675**

CVT Program: Non-Invasive Vascular Sonography Specialty

Program Goal

The mission of the Cardiovascular Technology Program – Non-Invasive Vascular Sonography Specialty is to prepare Cardiovascular Technologists or Diagnostic Medical Sonographers who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession of non-invasive vascular sonography.

Learning Outcomes

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

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS*		
Pre-Application Course Requirements▽:		*▽Courses available online through RCHS-Geneva/Portage Education Provider Agreement* **Minimum "C" grade required for all general education courses.*
ENGL 101 English Composition I D	3 credits	
MATH 101 College Algebra D	3 credits	
BIOL 251 Human Anatomy & Physiology I w/Lab D	4 credits	
Pre-Matriculation Course Requirements▽:		
(Must be completed before the first day of the core program.)		
BIOL 103 Medical Terminology D	3 credits	
PSYC 101 Psychology D	3 credits	
Pre- or Co-Requisite Course Requirements▽:		
(May be completed prior to core program start or as specified on curriculum plan.)		
GEN 111 Introduction to Health Care	1 credit	
PHYS 165 Physics D	3 credits	
PHIL 120 Ethics D	3 credits	

CVT with NON-INVASIVE VASCULAR SONOGRAPHY SPECIALTY CORE CURRICULUM

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

Level 1 - 16 Weeks		**A**	**CS**	**CE**	**CH**
GEN 111	Introduction to Health Care B *(may be taken as pre-req)*	7.5		22.5	1.0
GEN 141	A&P for the Healthcare Professional B	60			4.0
GEN 141L	A&P for the Healthcare Professional Lab		45		1.0
CVT 311	Introduction to Cardiovascular Technology D	30			2.0
CVT 112	Patient Care	45			1.0
CVT 112L	Patient Care Lab		45		3.0
PHYS 165	Physics D *(may be taken as pre-req)*	45			3.0
	Total Level Hours	**187.5**	**90.0**	**22.5**	**15.0**
Level 2 - 16 Weeks					
VAS 331	Vascular Technology I	75			5.0
VAS 331L	Vascular Technology I Lab		135		3.0
CVT 341	Acoustic or Ultrasound Physics I	60			4.0
PHIL 120	Ethics D *(may be taken as pre-req)*	45			3.0
	Total Level Hours	**180**	**135**	**0**	**15**
CVT 311	Introduction to Cardiovascular Technology D *(AP only)*	30			2.0
Level 3 - 8 Weeks					
VAS 302C	Clinical Education I			180	4.0
VAS 332	Vascular Technology II	30			2.0
VAS 332L	Vascular Technology II Lab		45		1.0
	Total Level Hours	**30**	**45**	**180**	**7.0**
Level 4 - 16 Weeks					
VAS 333	Vascular Technology III	45			3.0
VAS 333L	Vascular Technology III Lab		45		1.0
VAS 341	Image Analysis & Report Writing	15			1.0
VAS 303C	Clinical Education II			360	8.0
	Total Level Hours	**60**	**45**	**360**	**13.0**
Level 5 - 16 Weeks					
VAS 399	Capstone Review	30			2.0
VAS 304C	Clinical Education III			480	10.5
	Total Level Hours	30	0	480	12.5

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	**345**	**22.0**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	6.0*
Core Program Hours – Theory	397.5	27.0
Core Program Hours – Lab	315.0	7.0
Core Program Hours – Clinical	1042.5	22.5
Total CORE Program Hours / Credits	**1755**	**56.5**
Total CVT Non-Invasive Vascular Sonography Hours / Credits	**2100**	**78.5**

A = Academic Instructional Hour; CS = Clinical Skills Lab Instructional Hour; CE = Clinical experience Hour; CH = Credit Hour

CARDIOVASCULAR TECHNOLOGY – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Allied Health (Geneva) Courses: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
CVT/VAS courses	$450 per credit

Additional Expenses:

Book Estimate	$575
Uniform and Shoe Estimate	$150
Credentialing Exam Estimate	1st Attempt Included
ATI Launch Program *(if assigned)*	$250

Program tuition and expenses do not include transcript evaluation fees, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

CVT (Non-Invasive Vascular Sonography) - Associate of Science (AS)

FULL TRADITIONAL Track

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	Clinical Subscription	Skills Lab Supplies	Totals
Pre-Track	16	$4,800	-	-	-	-	$4,800
1	15	$6,000	$100	$100	$50	$50	$6,300
2	15	$6,300	$100	$100	$50	$50	$6,600
3 - Summer	7	$3,150	-	-	-	-	$3,150
4	13	$5,850	$100	$100	$50	$50	$6,150
5	12.5	$5,625	$100	$100	$50	$50	$5,925
	78.5	$31,725	$400	$400	$200	$200	**$32,925**

CVT (Non-Invasive Vascular Sonography) - Associate of Science (AS) ACCELERATED Transfer Track							
Semester (Level)	**Credits**	**Tuition**	**Technology Fee**	**Resource Fee**	**Clinical Subscription**	**Skills Lab Supplies**	**Totals**
Transferred	16	-	-	-	-	-	-
1	15	$6,000	$100	$100	$50	$50	$6,300
2	15	$6,300	$100	$100	$50	$50	$6,600
3 - Summer	7	$3,150	-	-	-	-	$3,150
4	13	$5,850	$100	$100	$50	$50	$6,150
5	12.5	$5,625	$100	$100	$50	$50	$5,925
	62.5	$26,925	$400	$400	$200	$200	**$28,125**

Physical Therapist Assistant Program

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

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

What We Offer

- Associates of Applied Science Degree in Physical Therapist Assistant
- 82 Total Semester Credits (2092.5 Core Clock Hours)
- Full-time Day Core Curriculum consisting of four 16-week semesters and one 8-week summer semester (72 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission courses - occasional evening and weekend hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Online general education courses through Geneva College / Portage Learning contract agreement.

Goals and Learning Outcomes

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

Mission Statement

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

Course Delivery Methods

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

Educational Requirements for Specific State Licensing for PTA

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

Program-Specific Admission Criteria

Completion of the Pre-Allied Health Courses does not guarantee admission to a core Allied Health Program.

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is required. ATI TEAS (most current version) recommended minimum score of 61.4%. See **Application & Pre-Admission Testing** for additional information on page 77.
- Completion of Pre-Application and Pre-Requisite general education courses.
- Prospective students for the Physical Therapist Assistant Program with prior criminal offenses are urged to contact the Virginia Board of Physical Therapy (VBOPT) to verify eligibility for licensure and employment in Virginia.
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Preadmission Testing (70%), Grade Point Average of Prerequisite courses (20%), and up to 10 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

Programmatic Accreditation

The Physical Therapist Assistant Program at Riverside College of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program or institution directly, please call 757-240-2200 or email admissions@riverside.edu.

Credentialing

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

Additional information regarding the PTA exam may be obtained from:

Federation of State Boards of Physical Therapy
124 West Street South, Third Floor, Alexandria, VA 22314
(703) 229-3100 www.fsbpt.org

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

Department of Health Professions, Board of Physical Therapy
Perimeter Center, 9960 Mayland Drive, Suite 300, Henrico, Virginia 23233-1463
(804) 367-4674 https://www.dhp.virginia.gov/Boards/PhysicalTherapy/

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS*	
Pre-Application Course Requirements: *(Completed before core program application submission)*	
BIOL 251 Human Anatomy & Physiology I with Lab**	4 credits
ENGL 101 English Composition	3 credits
MATH 101 College Algebra	3 credits
Pre-Matriculation Course Requirements: *(Completed prior to the first day of the core program start)*	
BIOL 103 Medical Terminology	3 credits
PSYC 121 General Psychology or PSYC140 Developmental Psychology	3 credits
Pre- or Co-Requisites Course Requirements*:	
(May be completed prior to core program start or as specified on curriculum plan.)	
GEN 111 Introduction to Healthcare (*taught by RCHS*)	1 credit
PHYS 165 Physics	3 credits
PHIL 120 Introduction to Ethics (Biomedical)	3 credits

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

CORE PHYSICAL THERAPIST ASSISTANT PROGRAM CURRICULUM All courses are residential (taught on campus) unless noted as follows: **B** Blended/Hybrid course D Distance Course				
LEVEL 1 – 16 weeks	***A***	***CS***	***CE***	***CH***
PHYS 165 Physics D *(may be taken as pre-req)*	45			3.0
GEN 111 Introduction to Healthcare B *(may be taken as pre-req)*	7.5		22.5	1.0
GEN 141 A&P for the Allied Health Professional **B**	60			4.0
GEN 141L A&P for the Allied Health Prof Lab		45		1.0
PTA 111 Introduction to Physical Therapy	30			2.0
PTA 191 Seminar **D**	30			2.0
PTA 141 Patient Care Skills for the PTA	30			2.0
PTA 141L Patient Care Skills for the PTA Lab		67.5		1.5
Total Level Hours	**202.5**	**112.5**	**22.5**	**16.5**
LEVEL 2 – 16 weeks				
PHIL 120 Introduction to Ethics D *(may be taken as pre-req)*	45			3.0
PTA 132 Documentation **B**	30			2.0
PTA 152 Kinesiology	45			3.0
PTA 152L Kinesiology Lab		135		3.0
PTA 162 Therapeutic Modalities	67.5			4.5
PTA 162L Therapeutic Modalities Lab		90		2.0
Total Level Hours	**187.5**	**225**	**0**	**17.5**
LEVEL 3 – 8 weeks				
PTA 243 Cardiopulmonary PT	30			2.0
PTA 243L Cardiopulmonary PT Lab		45		1.0
Total Level Hours	**30**	**45**	**0**	**3.0**

LEVEL 4 – 16 weeks				
PTA 334 Musculoskeletal PT	45			3.0
PTA 334L Musculoskeletal PT Lab		67.5		1.5
PTA 344 Neuromuscular PT	45			3.0
PTA 344L Neuromuscular PT Lab		67.5		1.5
PTA 335 Comprehensive Patient Care [B]	30			2.0
PTA 200 Clinical Orientation	7.5			0.5
PTA 201C Clinical Education I – 4 weeks			160	3.5
Total Level Hours	127.5	135	160	15
LEVEL 5 – 16 weeks	***A***	***CS***	***CE***	***CH***
PTA 202C Clinical Education II*			240	5
PTA 203C Clinical Education III**			320	7
PTA 300 PTA Capstone [B]	30			2
Total Level Hours	**30**	**0**	**560**	**14**
**6-weeks: PTA 202C follows successful completion of all Level 4 courses.* ***8 weeks: PTA 203C follows successful completion of PTA 202C.*				

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits	**345**	**22**
Total GEN ED Pre/Co-Requisite Credits (Taught by RCHS)	Included below*	6.0*
Core Program Hours – Theory	487.5	32.5
Core Program Hours – Lab	517.5	11.5
Core Program Hours – Clinical	742.5	16
Total CORE Program Hours	2092.50	**60**
Total Physical Therapist Assistant Program Credit Hours		**82**

A =	Academic Instructional Hour (Theory)	15 clock hours	1 credit
CS =	Clinical Skills Lab Instructional Hour	45 clock hours	1 credit
CE =	Clinical Experience Hour	45 clock hours	1 credit
CH =	Credit Hour		

PHYSICAL THERAPIST ASSISTANT – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Allied Health (Geneva) Courses: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
PTA courses	$450 per credit

Additional Expenses:

Book Estimate	$1,405
Uniform and Shoe Estimate	$150
Credentialing Exam Estimate	$700
ATI Launch Program *(if assigned)*	$250

**General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.*

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Physical Therapist Assistant - Associate of Applied Science (AAS)

FULL TRADITIONAL Track

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	Clinical Subscription	Skills Lab Supplies	Totals
Pre-Track	16	$4,800	-	-	-	-	$4,800
1	16.5	$6,675	$100	$100	$50	$50	$6,975
2	17.5	$7,425	$100	$100	$50	$50	$7,725
3 - Summer	3	$1,350	-	-	-	-	$1,350
4	15	$6,750	$100	$100	$50	$50	$7,050
5	14	$6,300	$100	$100	$50	$50	$6,600
	82	$33,300	$400	$400	$200	$200	**$34,500**

Physical Therapist Assistant - Associate of Applied Science (AAS)

ACCELERATED Transfer Track

Semester (Level)	Credits	Tuition	Technology Fee	Resource Fee	Clinical Subscription	Skills Lab Supplies	Totals
Transferred	16	-	-	-	-	-	-
1	16.5	$6,675	$100	$100	$50	$50	$6,975
2	17.5	$7,425	$100	$100	$50	$50	$7,725
3 - Summer	3	$1,350	-	-	-	-	$1,350
4	15	$6,750	$100	$100	$50	$50	$7,050
5	14	$6,300	$100	$100	$50	$50	$6,600
	66	$28,500	$400	$400	$200	$200	**$29,700**

Radiologic Technology Program

A Radiologic Technologist (RT) is an essential partner in the diagnostic area of healthcare who produces images of the human body for use in diagnosing medical problems. The RT educates patients by explaining procedures and obtaining consents before positioning each patient to obtain satisfactory radiographs of the appropriate parts of the body. In addition, Radiologic Technologists keep patient records and adjust and maintain equipment. With experience and additional training, Radiologic Technologists may become specialists, performing mammography, CT scanning, angiography, magnetic resonance imaging, and ultrasound exams as well as other imaging modalities.

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

What We Offer

- Associate of Applied Science Degree in Radiologic Technology
- 85.5 Total Semester Credits (2077.5 Core Clock Hours)
- Full-time Day Core Curriculum consisting of four 16-week semesters and one 8-week summer semester (72 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission courses - occasional evening and weekend hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Online general education courses through Geneva College / Portage Learning contract agreement.

Goals and Learning Outcomes

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

Course Delivery Methods

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

Mission Statement

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

Student Pregnancy

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

1. Continue with didactic and clinical education uninterrupted. If accommodations related to pregnancy are needed, contact Accommodations & Accessibility Services at 757-240-2258.
2. Request a leave of absence (LOA) for birth and convalescence. (Approval of LOA requires that a students' financial account is fully paid and up-to-date.)
3. Withdraw from didactic and/or clinical education and be reinstated in the next class. (Requires that the student is in good standing and there is an opening.)

4. Request an incomplete (I) grade in course(s) the student is unable to complete due to pregnancy. (All incomplete course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester. If the course work is not completed within the allotted time frame, the "I" grade automatically become an "F".)
5. It is College policy to follow Riverside Health's Radiation Safety Program manual (available in the Program Director's office for review) on restricting the radiation dose received by the embryo or fetus of the declared pregnant student to internationally accepted limits. Additional information related to radiation safety for all accepted Radiologic Technology Program students will be provided upon enrollment.

Programmatic Accreditation

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

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

Credentialing

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

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

ARRT Ethics Pre-Application Review

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

Program-specific Admission Criteria

Completion of the Pre-Allied Health Courses does not guarantee admission to a core Allied Health Program.

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is required. ATI TEAS (most current version) recommended minimum score of 60.4%. See **Application & Pre-Admission Testing** for additional information on page 77.
- Completion of Pre-Application and Pre-Requisite general education courses.
- Prospective students for the Radiologic Technology Program are urged to review the American Registry of Radiologic Technologists (ARRT) Ethics Pre-Application Review prior to starting any radiologic technology program.
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Preadmission Testing (70%), Grade Point Average of Prerequisite courses (20%), and up to 10 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

RADIOLOGIC TECHNOLOGY PROGRAM STATISTICS:

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

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS*	
Pre-Application Course Requirements: *(Completed before core program application submission)*	
BIOL 251 Human Anatomy & Physiology I with Lab**	4 credits
ENGL 101 English Composition	3 credits
MATH 101 College Algebra	3 credits
Pre-Matriculation Course Requirements: *(Completed prior to the first day of the core program start)*	
BIOL 103 Medical Terminology	3 credits
PSYC 121 General Psychology or PSYC 140 Developmental Psychology	3 credits
Pre- or Co-Requisites Course Requirements*:	
(May be completed prior to core program start or as specified on curriculum plan.)	
GEN 111 Introduction to Healthcare (*taught by RCHS*)	1 credit
PHYS 165 Physics	3 credits
PHIL 120 Introduction to Ethics (Biomedical)	3 credits

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

CORE RADIOLOGIC TECHNOLOGY PROGRAM CURRICULUM All courses are residential (taught on campus) unless noted as follows: [B] Blended/Hybrid course [D] Distance Course				
LEVEL 1 – 16 weeks	***A***	***CS***	***CE***	***CH***
PHYS 165 Physics [D] *(may be taken as pre-req)*	45			3.0
GEN 111 Introduction to Healthcare [B] *(may be taken as pre-req)*	7.5		22.5	1.0
GEN 141 A&P for the Allied Health Professional [B]	60			4.0
GEN 141L A&P for the Allied Health Prof Lab		45		1.0
RAD 111 Intro to Radiologic Technology	30			2.0
RAD 111L Intro to Radiologic Technology Lab		45		1.0
RAD 121 Patient Care	45			3.0
Total Level Hours	**187.5**	**90**	**22.5**	**15**
LEVEL 2 – 16 weeks				
PHIL 120 Introduction to Ethics [D] *(may be taken as pre-req)*	45			3.0
RAD 212 Radiologic Procedures I	67.5			4.5
RAD 212L Radiologic Procedures I Lab		45		1.0
RAD 152 Radiation Physics & Equipment I	45			3.0
RAD 102C Clinical Orientation			112.5	2.5
RAD 182 Imaging Modalities	30			2.0
RAD 182C Imaging Modalities Clinical			22.5	0.5
Total Level Hours	**187.5**	**45**	**135**	**16.5**

LEVEL 3 – 8 weeks				
RAD 313 Radiologic Procedures II	45			3.0
RAD 313L Radiologic Procedures II Lab		45		1.0
RAD 103C Clinical Education I			135	3.0
Total Level Hours	**45**	**45**	**135**	**7.0**
LEVEL 4 – 16 weeks				
RAD 314 Radiologic Procedures III	52.5			3.5
RAD 314L Radiologic Procedures III Lab		22.5		0.5
RAD 274 Image Analysis & QC I	15			1.0
RAD 254 Radiation Physics & Equipment II	45			3.0
RAD 204C Clinical Education II			315	7.0
Total Level Hours	**112.5**	**22.5**	**315**	**15.0**
LEVEL 5 – 16 weeks	***A***	***CS***	***CE***	***CH***
RAD 275 Image Analysis & QC II	15			1.0
RAD 255 Radiation Biology & Protection	30			2.0
RAD 205C Clinical Education III			360	8.0
RAD 300 Capstone Review [B]	75			5.0
Total Level Hours	**120**	**0**	**360**	**16.0**

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	**345**	**22.0**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	6.0*
Core Program Hours – Theory	562.5	37.5
Core Program Hours – Lab	202.5	4.5
Core Program Hours – Clinical	967.5	21.5
Total CORE Program Hours	**2077.50**	**63.5**
Total Radiologic Technology Credit Hours		**85.5**

A =	Academic Instructional Hour (Theory)	15 clock hours	1 credit
CS =	Clinical Skills Lab Instructional Hour	45 clock hours	1 credit
CE =	Clinical Experience Hour	45 clock hours	1 credit
CH =	Credit Hour		

RADIOLOGIC TECHNOLOGY – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Allied Health (Geneva) Courses*: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
RAD courses	$450 per credit

Additional Expenses:

Book Estimate	$1,405
Uniform and Shoe Estimate	$150
Credentialing Exam Estimate	$225
ATI Launch Program *(if assigned)*	$250

**General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.*

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Radiologic Technology - Associate of Applied Science (AAS)

FULL TRADITIONAL Track

Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	Clinical Subscription	Skills Lab Supplies	Totals
Pre-Track	16	$4,800	-	-	-	-	$4,800
1	15	$6,000	$100	$100	$50	$50	$6,300
2	16.5	$6,975	$100	$100	$50	$50	$7,275
3 - Summer	7	$3,150	-	-	-	-	$3,150
4	15	$6,750	$100	$100	$50	$50	$7,050
5	16	$7,200	$100	$100	$50	$50	$7,500
	85.5	$34,875	$400	$400	$200	$200	**$36,075**

Radiologic Technology - Associate of Applied Science (AAS)

ACCELERATED Transfer Track

Semester (Level)	Credits	Tuition	Technology Fee	Resource Fee	Clinical Subscription	Skills Lab Supplies	Totals
Transferred	16	-	-	-	-	-	-
1	15	$6,000	$100	$100	$50	$50	$6,300
2	16.5	$6,975	$100	$100	$50	$50	$7,275
3 - Summer	7	$3,150	-	-	-	-	$3,150
4	15	$6,750	$100	$100	$50	$50	$7,050
5	16	$7,200	$100	$100	$50	$50	$7,500
	69.5	$30,075	$400	$400	$200	$200	**$31,275**

Respiratory Care Program

The Respiratory Care Program prepares students to enter the practice of respiratory therapy, working under the direction of a physician. Respiratory Care Practitioners (RCP) assist in the diagnosis, treatment, management, and preventive care of patients with cardiopulmonary problems. Respiratory Therapists are trained to administer oxygen, manage mechanical ventilators, measures lung function, and administer medications. Most respiratory therapists are employed in acute care hospital settings, long-term ventilator facilities, home care, or outpatient diagnostic laboratories.

The Riverside Respiratory Care Program was established in 2025 as an Associate of Science degree program. The program curriculum includes a thorough study of cardiopulmonary anatomy and physiology, pathophysiology, pharmacology for respiratory care, pulmonary diagnostics, and mechanical ventilation. There are 180 skills laboratory hours and 787 clinical hours to assist students in the development of the clinical competencies required for practice as a Respiratory Therapist.

What We Offer

- Associate of Science in Respiratory Care
- 82 Total Semester Credits (1920 Core Clock Hours)
- Full-time Day Core Curriculum consisting of four 16-week semesters and one 8-week summer semester in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio
- Online general education courses through Geneva College/Portage Learning contract agreement

Goal & Learning Outcomes

To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

- Graduate will demonstrate critical thinking skills with a comprehensive knowledge base (cognitive) to apply respiratory therapy skills in a clinical setting.
- Graduate will demonstrate the competency in diagnostic and therapeutic procedures (psychomotor) required of a respiratory therapist entering the profession.
- Graduate will demonstrate professional behavior (affect) that reflects integrity, supports objectivity, and fosters trust in the respiratory therapy profession.

Mission Statement

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

Course Delivery Methods

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



Pictured: RCHS students at Riverside Talent Acquisition hiring fair.

Programmatic Accreditation

The RCHS Associate of Respiratory Care Program, CoARC program #200648, in Newport News, VA holds Provisional Accreditation from the Commission on Accreditation for Respiratory Care (www.coarc.com). This status signifies that a program with an Approval of Intent has demonstrated sufficient compliance with the Standards (through submission of an acceptable Provisional Accreditation Self Study Report (PSSR) and any other documentation required by the CoARC, as well as satisfactory completion of an initial on-site visit), to be allowed to admit students. It is recognized as an accredited program by the National Board for Respiratory Care (NBRC), which provides enrolled students who complete the program with eligibility for the Respiratory Care Credentialing Examination(s). The program will remain on Provisional Accreditation until it achieves Continuing Accreditation.

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

Credentialing

Graduates of the program are eligible to sit for the Therapist Multiple-Choice Examination (TMC) and the Clinical Simulation Examination (CSE) by the National Board for Respiratory Care (NBRC) to become licensed to practice as a Registered Respiratory Therapist (RRT). Application for the examinations is the responsibility of the student and involves additional fees charged by the NBRC. Additional information regarding the Respiratory Therapist examinations may be obtained from:

National Board for Respiratory Care (NBRC)
10801 Mastin Street, Suite 300, Overland Park, KS 66210
(913) 895-4900 info@nbrc.org

Program-specific Admission Criteria

Completion of the Pre-Allied Health Courses does not guarantee admission to a core Allied Health Program.

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is not currently required.
- Completion of Pre-Application and Pre-Requisite general education courses.
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Grade Point Average of Prerequisite courses (94%), and up to 6 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS*	
Pre-Application Course Requirements: *(Completed before core program application submission)*	
BIOL 251 Human Anatomy & Physiology I with Lab**	4 credits
BIOL 252 Human Anatomy & Physiology II with Lab**	4 credits
ENGL 101 English Composition I	3 credits
BIOL 271 Microbiology with Lab	4 credits
Pre-Matriculation Course Requirements: *(Completed prior to the first day of the core program start)*	
BIOL 103 Medical Terminology	3 credits
PSYC 121 General Psychology or PSYC 140 Developmental Psychology	3 credits
MATH 101 College Algebra	3 credits
Pre- or Co-Requisites Course Requirements:	
(May be completed prior to core program start or as specified on curriculum plan.)	
COMM 180 Foundations of Public Speaking or ENGL 102 English Composition II	3 credits
GEN 111 Introduction to Healthcare (*taught by RCHS*)	1 credit

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

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CORE RESPIRATORY CARE PROGRAM CURRICULUM All courses are residential (taught on campus) unless noted as follows: [B] Blended/Hybrid course [D] Distance Course					
Level 1 - 16 Weeks		**A**	**CS**	**CE**	**CH**
GEN 111	Introduction to Healthcare [B] *(may be taken as pre-req)*	7.5		22.5	1.0
	COMM 180 or ENGL 102 [D] *(may be taken as pre-req)*	45			3.0
RC 111	Introduction to Respiratory Care [B]	45			3.0
RC 121	Fundamentals of Respiratory Care	45			3.0
RC 121L	Fundamentals of Respiratory Care Lab		45		1.0
RC 131	Acid Base Regulation and ABG Analysis	30			2.0
RC 141	Pharmacology for Respiratory Care [B]	45			3.0
	Total Level Hours	**172.5**	**45.0**	**22.5**	**16.0**
Level 2 - 16 Weeks					
RC 122	Cardiopulmonary Anatomy and Physiology	45			3.0
RC 132	Mechanical Ventilation	45			3.0
RC 132L	Mechanical Ventilation Lab		45		1.0
RC 102C	Clinical Practicum I			135	3.0
RC 142	Pulmonary Diagnostics	30			2.0
	Total Level Hours	**120**	**45**	**135**	**12.0**
Level 3 - 8 Weeks					
RC 323	Critical Care Monitoring & Diagnostics	45			3.0
RC 323L	Critical Care Monitoring & Diagnostics Lab		45		1.0
RC 203C	Clinical Practicum II			90	2.0
	Total Level Hours	**45**	**45**	**90**	**6.0**

Level 4 - 16 Weeks					
RC 324	Neonatal & Pediatric Respiratory Care	45			3.0
RC 324L	Neonatal & Pediatric Respiratory Care Lab		45		1.0
RC 234	Cardiopulmonary Pathophysiology [B]	45			3.0
RC 204C	Clinical Practicum III			225	5.0
	Total Level Hours	**90**	**45**	**225**	**12.0**
Level 5 - 16 Weeks					
RC 325	Professional Seminar / Capstone	45			3.0
RC 205C	Clinical Practicum IV			135	3.0
RC 215C	Clinical Practicum V			180	4.0
RC 235	Respiratory Therapy for Special Populations [B]	30			2.0
	Total Level Hours	**75**		**315**	**12.0**

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	**450**	**27.0**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	1.0*
Core Program Hours – Theory	502.50	33.0
Core Program Hours – Lab	180.00	4.0
Core Program Hours – Clinical	787.50	17.0
Total CORE Program Hours	**1920.00**	**55.0**
Total Respiratory Care Credit Hours		**82.0**

A = Academic Instructional Hour; CS = Clinical Skills Lab Instructional Hour; CE = Clinical experience Hour; CH = Credit Hour

RESPIRATORY CARE – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Allied Health (Geneva) Courses: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
RES courses	$450 per credit

Additional Expenses:

Book Estimate	$741
Uniform and Shoe Estimate	$50
Credentialing Exam Estimate	1st Attempt Included
ATI Launch Program *(if assigned)*	$250

**General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.*

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Respiratory Care - Associate of Science (AS-RC) FULL TRADITIONAL Track							
Semester (Level)	Credits	Tuition	Technology Fee	Campus Resources Fee	Clinical Subscription	Skills Lab Supplies	Totals
Pre-Track	27	$8,100	-	-	-	-	$8,100
1	13	$5,800	$100	$100	$50	$50	$6,100
2	12	$5,400	$100	$100	$50	$50	$5,700
3 - Summer	6	$2,700	-	-	-	-	$2,700
4	12	$5,400	$100	$100	$50	$50	$5,700
5	12	$5,400	$100	$100	$50	$50	$5,700
	82	$32,800	$400	$400	$200	$200	**$34,000**

Respiratory Care - Associate of Science (AS-RC) ACCELERATED Transfer Track							
Semester (Level)	Credits	Tuition	Technology Fee	Resource Fee	Clinical Subscription	Skills Lab Supplies	Totals
Transferred	27	-	-	-	-	-	-
1	13	$5,800	$100	$100	$50	$50	$6,100
2	12	$5,400	$100	$100	$50	$50	$5,700
3 - Summer	6	$2,700	-	-	-	-	$2,700
4	12	$5,400	$100	$100	$50	$50	$5,700
5	12	$5,400	$100	$100	$50	$50	$5,700
	55	$24,700	$400	$400	$200	$200	**$25,900**

Surgical Technology Program

Riverside School of Surgical Technology was established in 1969. The Surgical Technologist is an operating room specialist who performs specific duties for pre-, intra- and postoperative case management. Surgical Technologists must be knowledgeable in asepsis and sterile technique, and must be able to properly care for instrumentation, equipment, and supplies. Education includes the following: basic sciences: microbiology, anatomy and physiology, pathophysiology, and surgical pharmacology. Additionally, this education includes surgical procedures, case management, wound care and closure, surgical patient care, and safety.

Preoperative case management duties include operating room preparation, gathering of supplies and equipment, case set-up, and preparation of the operative site with sterile drapes. Intraoperative case management duties include maintenance of the sterile field, passing instruments and medications to the surgeon and assistant, specimen care, and application of wound dressings. Postoperative case management duties include care and maintenance of equipment and instruments after use, and preparation of the operating room for the next procedure. Surgical Technologists' employment includes hospital operating rooms, central sterile processing departments, out-patient surgical units, medical companies as sales representatives, physicians in private practice, cardiac catheterization units, or endoscopic departments. Students in their last semester are required to take the National Certification Examination for Surgical Technologists to become Certified Surgical Technologists. Application and fees for the certification exam are included in the tuition.

WHAT WE OFFER

- Associate of Applied Science Degree in Surgical Technology
- 81.5 Total Semester Credits (2017.5 Core Clock Hours)
- Full-time Day Core Curriculum consisting of four 16-week semesters and one 8-week summer semester (72 total weeks – 2 academic years) in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio
- Online general education courses through Geneva College / Portage Learning contract agreement

MISSION STATEMENT

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

COURSE DELIVERY METHODS

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

GOALS AND LEARNING OUTCOMES

Students will be clinically competent.

- Students will apply principles of asepsis in the establishment and maintenance of a sterile field.
- Students will demonstrate knowledge of the sequence of steps in specific surgical procedures.
- Students will demonstrate the appropriate mechanism for handling and passing various surgical instruments, supplies, and equipment.

1. Students will demonstrate communication skills.
   - Students will demonstrate effective oral communication skills with patients.
   - Students will demonstrate effective communication with the surgical team.
2. Students will develop critical thinking skills.
   - Students will anticipate and respond to needs of the surgical team in a calm and timely manner.
   - Students will demonstrate how to prepare for surgical procedures based on normal and abnormal patient anatomy.
3. Students will model professionalism.
   - Students will demonstrate ethical decision-making.
   - Students will demonstrate professional behavior.

STUDENT PREGNANCY

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

1. Continue with didactic and clinical education uninterrupted. If accommodations related to pregnancy

are needed, contact Accommodations & Accessibility Support Services.

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

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

Program-Specific Admission Criteria

Completion of the Pre-Allied Health Courses does not guarantee admission to a core Allied Health Program.

In addition to general college **Admission Criteria** provided on page 78, this program requires the following:

- Preadmissions testing is required. ATI TEAS (most current version) recommended minimum score of 61.4%. See **Application & Pre-Admission Testing** for additional information on page 77.
- Completion of Pre-Application and Pre-Requisite general education courses.
- Applicant Evaluation Guidelines: Admission is on a competitive basis and primarily based on the following factors: Preadmission Testing (70%), Grade Point Average of Prerequisite courses (20%), and up to 10 bonus points for Market Area, Riverside Employee, previous college alumni, previous degree and completion of corequisites.

Programmatic Accreditation

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

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

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

Credentialing

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

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

To practice as a Certified Surgical Technologist in the State of Virginia, individuals must apply for a licensure from the Virginia Board of Medicine. Application for licensure is the responsibility of the student and involves additional fees charged by the Virginia Board of Medicine. Further information regarding Certified Surgical Technologist licensure is available at:

https://www.license.dhp.virginia.gov/apply/Forms/medicine/SurgTech_instruct.pdf

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS*	
Pre-Application Course Requirements: *(Completed before core program application submission)*	
BIOL 251 Human Anatomy & Physiology I with Lab**	4 credits
ENGL 101 English Composition	3 credits
MATH 101 College Algebra	3 credits
Pre-Matriculation Course Requirements: *(Completed prior to the first day of the core program start)*	
BIOL 103 Medical Terminology	3 credits
PSYC 121 General Psychology or PSYC 140 Developmental Psychology	3 credits
Pre- or Co-Requisites Course Requirements*:	
(May be completed prior to core program start or as specified on curriculum plan.)	
GEN 111 Introduction to Healthcare (*taught by RCHS*)	1 credit
PHYS 165 Physics	3 credits
PHIL 120 Introduction to Ethics (Biomedical)	3 credits

**These courses may be taken as co-requisites within the RCHS-Geneva/Portage contract agreement.*

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

All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better. Only courses taken at an institution accredited by an agency recognized by the United States Department of Education (ED) will be accepted. American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning® and StraighterLine®. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc., (NACES). Quarter credits will be converted to semester credits.

CORE SURGICAL TECHNOLOGY PROGRAM CURRICULUM All courses are residential (taught on campus) unless noted as follows: [B] Blended/Hybrid course [D] Distance Course				
LEVEL 1 – 16 weeks	**A**	**CS**	**CE**	**CH**
PHYS 165 Physics [D] *(may be taken as pre-req)*	45			3.0
GEN 111 Introduction to Healthcare [B] *(may be taken as pre-req)*	7.5		22.5	1.0
GEN 141 A&P for the Allied Health Professional [B]	60			4.0
GEN 141L A&P for the Allied Health Prof Lab		45		1.0
SUR 111 Introduction to Surgical Technology	60			4.0
SUR 111L Introduction to Surgical Technology Lab		45		1.0
Total Level Hours	**172.5**	**90**	**22.5**	**14.0**
LEVEL 2 – 16 weeks				
PHIL 120 Introduction to Ethics [D] *(may be taken as pre-req)*	45			3.0
SUR 122 Surgical Techniques	90			6.0
SUR 122L Surgical Techniques Lab		90		2.0
SUR 143 Pharmacology	45			3.0
SUR 102C Introduction to Clinical Education			45	1.0
Total Level Hours	**180**	**90**	**45**	**15.0**
LEVEL 3 – 8 weeks				
SUR 233 Surgical Procedures I	45			3.0
SUR 233L Surgical Procedures I Lab		45		1.0
SUR 103C Clinical Education I			135	3.0
Total Level Hours	45	45	135	**7.0**
LEVEL 4 – 16 weeks				
SUR 334 Surgical Procedures II	75			5.0
SUR 334L Surgical Procedures II Lab		45		1.0
SUR 254 Microbiology for the Surgical Tech	30			2.0

SUR 204C Clinical Education II			270	6.0
Total Level Hours	**105**	**45**	**270**	**14.0**
LEVEL 5 – 16 weeks				
SUR 335 Surgical Procedures III	45			3.0
SUR 335L Surgical Procedures III Lab		22.5		0.5
SUR 205C Clinical Education III			405	9.0
SUR 300 Certification Exam Preparation	45			3.0
Total Level Hours	**90**	**22.5**	**405**	**15.5**

CURRICULUM SUMMARY	Clock Hours	Credits
Total GEN ED Pre/Co-Requisite Credits Transferred in	**345**	**22**
Total GEN ED Pre/Co-Requisite Credits Taught by RCHS	Included below*	6.0*
Core Program Hours – Theory	502.5	33.5
Core Program Hours – Lab	292.5	6.5
Core Program Hours – Clinical	877.5	19.5
Total CORE Program Hours	**2017.5**	**59.5**
Total Surgical Technology Credit Hours		**81.5**

A =	Academic Instructional Hour (Theory)	15 clock hours	1 credit
CS =	Clinical Skills Lab Instructional Hour	45 clock hours	1 credit
CE =	Clinical Experience Hour	45 clock hours	1 credit
CH =	Credit Hour		

SURGICAL TECHNOLOGY – TUITION AND EXPENSES EFFECTIVE JULY 1, 2026

Pre-Allied Health (Geneva) Courses: $300 per credit

Core Program Courses:

GEN courses	$400 per credit
SUR courses	$400 per credit

Additional Expenses:

Book Estimate	$741
Uniform and Shoe Estimate	$50
Credentialing Exam Estimate	1st Attempt Included
ATI Launch Program *(if assigned)*	$250

**General Education pre- and co-requisite courses may be taken at RCHS through an Education Provider Agreement with Geneva College/Portage Learning or may be transferred from an institution of higher education accredited by an agency recognized by the U.S. Department of Education.*

Program tuition and expenses do not include application or transcript evaluation fees, textbooks, supplies, or living expenses. Textbooks, supplies, and living expenses are reflected in the student budgets available through the Financial Aid office. Textbook prices vary according to the vendor. Additional expense amounts provided are estimates based on date of publication. *See page 88 for additional fee details.*

Additional Program Costs Related to Clinical Placements

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

Surgical Technology - Associate of Applied Science (AAS)						
FULL TRADITIONAL Track						
Semester (Level)	**Credits**	**Tuition**	**Technology Fee**	**Campus Resources Fee**	**Skills Lab Supplies**	**Totals**
Pre-Track	16	$4,800	-	-	-	$4,800
1	14	$5,300	$100	$100	$50	$5,550
2	15	$5,700	$100	$100	$50	$5,950
3 - Summer	7	$2,800	-	-	-	$2,800
4	14	$5,600	$100	$100	$50	$5,850
5	15.5	$6,200	$100	$100	$50	$6,450
	81.5	$30,400	$400	$400	$200	**$31,400**

Surgical Technology - Associate of Applied Science (AAS)						
ACCELERATED Transfer Track						
Semester (Level)	**Credits**	**Tuition**	**Technology Fee**	**Resource Fee**	**Skills Lab Supplies**	**Totals**
Transferred	16	-	-	-	-	-
1	14	$5,300	$100	$100	$50	$5,550
2	15	$5,700	$100	$100	$50	$5,950
3 - Summer	7	$2,800	-	-	-	$2,800
4	14	$5,600	$100	$100	$50	$5,850
5	15.5	$6,200	$100	$100	$50	$6,450
	65.5	$25,600	$400	$400	$200	**$26,600**



Pictured: A group of students studying on campus.

College History and Facilities Information

HISTORY

Riverside College of Health Sciences (RCHS) evolved from a group of individual educational programs into a diverse yet unified college that educates nurses and other allied health professionals. The educational programs include *Professional Nursing (1916), Practical Nursing (1961), Radiologic Technology (1964), Surgical Technology (1969), Physical Therapist Assistant (2012), Nurse Aide (2017), RN-to-BSN Program (2020), Cardiovascular Technology Program-Adult ECHO/Cardiac Sonography Specialty (2021) and Non-Invasive Vascular Sonography Specialty (2023), Respiratory Care Program (2023), and Health Sciences program (2027).* The leadership of the programs came together in 2003 with the purpose of uniting as one educational institution on a single campus known as Riverside School of Health Careers. The newly formed leadership team from the founding programs designed the foundation and infrastructure of the new campus. Our name was changed to Riverside College of Health Careers January 1, 2015, and in 2024 it changed to Riverside College of Health Sciences.

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

Riverside College of Health Sciences has over 85 administrative and support staff and faculty and an average annual student enrollment of over 500 men and women. Many graduates go on to find employment in one of the numerous facilities operated by Riverside Health. The Newport News Main Street campus is located on Virginia's Greater Peninsula in the southeastern area of the Commonwealth. Many exciting and famous historical, recreational, and cultural attractions are located on the Peninsula or within an hour's drive of the campus.

CAMPUS SAFETY AND SECURITY

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

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

Riverside Health (RH) Protection Officers provide a visible presence on the College campus. They patrol campus properties to deter inappropriate and illegal activities. These officers are not sworn officers and

therefore do not have any powers of arrest, do not carry weapons, or use any form of force to detain or arrest. RH Protection Officers patrol the main campus during evening and weekend classes and are available during daytime hours as needed. RH Protection may be contacted at: 757-594-2208 (RRMC).

College Leadership maintains a close working relationship with the Newport News Police Department. College officials and Newport News Police communicate on the scene of incidents that occur in and around the campus area. College officials and Newport News Police Investigators work closely when incidents

arise that require joint investigative efforts, resources, crime-related reports, and exchanges of information, as deemed necessary. Campus Crime Statistics are posted on our website at www.riverside.edu and in the Annual Campus Safety and Security Report which is also available on this website.

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

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

Parking Facilities

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

Drug-Free and Tobacco-Free Environment

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

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

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

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

CLINICAL SKILLS LABORATORIES

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

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

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

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

The six Patient Care Laboratories on campus contain 23 electric patient beds and two critical care patient care beds with assorted adult, pediatric, and geriatric low and mid-fidelity manikins. Each bed has a headwall that provides electrical access, suction, oxygen, and medical air administration, and a hospital room set-up with furnishings to include bedside and overbed tables. These laboratories contain tables, chairs, computers, LCD wall mounted monitors for video-based skills training, wall-mounted blood pressure cuffs, otoscopic and ophthalmoscopic trainers, CPR/AED trainers, and assorted disposable supplies.

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

RADIOLOGIC TECHNOLOGY SKILLS LABORATORIES

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

SURGICAL TECHNOLOGY SKILLS LABORATORY

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

PHYSICAL THERAPIST ASSISTANT SKILLS LABORATORY

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

SIMULATION LABORATORY

The three bed Simulation Laboratory contains three simulation manikins: (1) a SimMan 3G® which is a computerized, interactive, high fidelity simulation manikin who talks, breathes, and responds like a patient to provide students with learning opportunities in a variety of realistic patient care situations while in a safe learning environment; (2) a SimJunior® pediatric simulator that represents a six-year-old boy with a wide range of conditions from a healthy talking child to an unresponsive, critical patient; (3) a Nurse Anne Simulator-Geriatric® which is a high-fidelity, full body geriatric simulation manikin with realistic aged skin for accurate physical representation of the older adult. This manikin includes physical changes associated with aging such as cataracts, aged teeth, and aged feet to enhance the realism of the simulation experience. Each bed has a built-in headwall that allows suctioning, oxygen and medical air administration, and electrical access during simulation.

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

ANATOMY LABORATORY

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

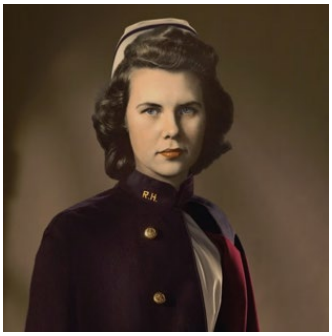
CAMPUS TECHNOLOGY / COMPUTER LABORATORIES

The College provides Wi-Fi connection in all academic buildings on campus and has sufficient bandwidth to ensure adequate Internet connectivity. The College maintains four computer laboratories with a total of 148 computers for testing and instructional use, eleven multi-media classrooms, eleven computer kiosk stations, and three print stations for student use. *Student technology requirements can be found on page 107.*

RUBY POPE DRUMM HEALTH SCIENCES LIBRARY

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

The library's floor plan includes a large reading room with tables and chairs surrounded by shelves for journals, three computer stations, individual study rooms, a copier and printer, and a circulation desk. The library's collection contains over 1,000 books, over 150 print journals, and has access to over 4,000 online journals and hundreds of eBooks including nursing, medical, and allied health resources, and electronic interlibrary loan services. Audiovisual and electronic resources are also available.



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

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

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

The spacious facility is the media center for students, faculty, physicians, and other health system personnel. During their first semester of enrollment, all students are introduced through Canvas to the library resources, services, and Librarian support available to assist them throughout their program. Library staff are available to assist students as needed. The students also can relax and enjoy group activities in the Treehouse Café student lounge. The library computer learning laboratory provides numerous computers with instructional programs focused on nursing and allied health skills. This laboratory is open for student use during posted library operating hours.

Gainful Employment Information

Regulations published in the Federal Register on October 29, 2010 (75 FR 6665 and FR 66832) by the U.S. Department of Education require that institutions that participate in Title IV, HEA Student Financial Aid programs must disclose information about their programs to prospective students.

The name and the U.S. Department of Labor's Standard Occupational Classification code (SOC) of the occupations for which the program prepares its' graduates to enter along with links to the occupational profiles is contained on the U.S. Department of Labor's O*NET website.

Program	Name	CIP Code	SOC Code
RN-to-BSN	Registered Nurse	51.3801	29-1141
Professional Nursing	Registered Nurse	51.3801	29-1141
Practical Nursing	Licenses Practical Nurse	51.3901	29-2061
Nurse Aide	Nursing Assistant	51.3902	31-1131
Cardiovascular Tech - ECHO	Cardiovascular Technologist	51.0901	29-2031
Cardiovascular Tech - NIV	Diagnostic Medical Sonographer-Cardiac	51.0910	29-2032
Health Sciences	Other Healthcare Practitioners and Technical Occupations	51.0000	29-9000
Physical Therapist Assistant	Physical Therapist Assistant	51.0806	31-2021
Radiologic Technology	Radiologic Technologist	51.0911	29-2034
Respiratory Care	Respiratory Therapist	51.0908	29-1126
Surgical Technology	Surgical Technologist	51.0909	29-2055

U.S. Department of Labor's Standard Occupational Classification website: http://www.bls.gov/soc/
U.S. Department of Labor's O*NET website: http://www.onetonline.org/find/

On-Time Graduation Rates:	Graduation rates by program are available from the Registrar's office or on our website at www.riverside.edu.
Job Placement Rates:	Graduate placement information is available from the Registrar's office or on our website at www.riverside.edu.
Median Loan Debt Incurred by Graduates:	Median load debt information is available from the Registrar's office or on our website at www.riverside.edu.

2025 Statistics	Program Enrollment[1]	Students Receiving Financial Aid[2]	Graduation Rates[3]
RN-to-BSN	68	44	88%
Professional Nursing	297	137	52%
Practical Nursing	88	76	63%
Nurse Aide	55	0	85%
Cardiovascular – ECHO	9	0	80%
Cardiovascular – Vascular	10	2	67%
Health Sciences	n/a	n/a	n/a
Physical Therapist Assistant	29	17	71%
Radiologic Technology	84	62	81%
Respiratory Care	9	6	33%
Surgical Technology	26	16	78%

[1]Number of students enrolled from January 1, 2025 - December 31, 2025. (% of total students enrolled in the college)
[2]Number of students receiving Financial Aid from January 1, 2025 - December 31, 2025.(% of total students enrolled)
[3]Number of students graduated within 150% of program length from January 1, 2025, to December 31, 2025.

HOW TO APPLY

The College's Admissions Office provides the point of entry for prospective candidates desiring admission to the College. Admission Criteria are established by the leadership of the College and that of the program of study and are published under each program. Program Directors may waive individual Admission Criteria with justification on a case-by-case basis.

Programs-specific Admission Criteria are listed in the program description sections of the catalog.

Application Procedure and Pre-Admission Testing

Prospective students must submit their Application for Admission, Official Academic Transcripts, and ATI TEAS scores (for programs that require the preadmission exam) no later than published application deadlines. In addition, applicants are required to submit an official copy of their high school or GED transcript. Pre-Nursing and Pre-Allied Health applicants must submit their high school or GED transcript upon completion of high school and prior to matriculation. Former Riverside employees must be eligible for rehire by Riverside; current Riverside employees must be in good standing (as verified through Riverside Health - Human Resources).

The College reserves the right to select applicants who are deemed best qualified for the program of study and potential employment by Riverside Health. Application for admission and additional information can be accessed at www.riverside.edu. Applications are accepted on a continual basis until the published application deadline. Deadlines may be extended until class space is filled with qualified applicants. Application deadline information is available on our website at www.riverside.edu.

Following receipt of the application, a preadmission test will be scheduled and administered for programs requiring testing. ATI TEAS pre-admission test scores, for programs that require the exam, are due no later than published application deadlines. Disabilities accommodations may be provided. The following minimum scores are recommended due to the competitive nature of admissions.

Program	ATI TEAS Test Recommended Minimum Score
Pre-Nursing/Pre-Allied Health	65.0% (Min. Required)
Professional Nursing	66.1%
Practical Nursing	58.4%
Cardiovascular Technology	61.4%
Physical Therapist Assistant	61.4%
Radiologic Technology	60.6%
Respiratory Care	- Not Required -
Surgical Technology	61.4%

Early application submission is recommended to ensure test results are available by final consideration schedules. Applicants testing at the College who do not make the recommended minimum score may retake the preadmission test once in each application cycle. Repeat exams are offered at the discretion of the Admissions Manager and are dependent on space availability. Applicants also have the option of scheduling and taking their preadmission test at an approved testing facility. Applicants who receive an invalidated preadmission test score due to testing misconduct, including but not limited to cheating, unauthorized assistance, or violation of testing procedures, will be ineligible to continue in the admission

process. Such applicants may not reapply to the College for a minimum period of one (1) year from the date of the invalidated score.

Admission to the College is competitive and based primarily on preadmissions test scores, grade point average (GPA), advance placement testing (if applicable), and bonus points (if applicable). Completed applications are reviewed for admission on an ongoing basis. When the class size limit is met, additional qualified applicants may be placed on a Waitlist or selected as Alternates. Applicants placed on the Waitlist will be considered for admission if an admitted applicant fails to accept appointment or withdraws from the program prior to the Add/Drop date. If no vacancies become available, waitlisted applicants may be admitted to an upcoming start within the same program division. Alternates may be selected to fill vacancies in a class should an admitted waitlisted applicant fail to accept appointment or drop from the program prior to the Add/Drop date. The Admissions Manager or designee may accept applications after the published deadline.

When applying to a Pre-Nursing or Pre-Allied Health track, applicants must declare which core program they plan to apply to upon completion of all pre-requisite coursework. A minimum score of 65 on preadmission testing is required for admission into a Pre-Nursing or Pre-Allied Health track. Applicants scoring less than 75 on the test will automatically be enrolled in the ATI Launch: Academic Readiness program. This program is optional for applicants with an initial test score ≥ 75%. In addition, applicants to a Pre-Nursing or Pre-Allied Health track complete an online readiness survey; however, the results of this survey will not be a consideration for admission. Although courses are online, scheduled on-campus hours are required to encourage progression and to provide tutoring or coaching as needed.

Admission Criteria

- Applicants must be 18 years of age prior to program start date.
- Application for Admission, Official Academic Transcripts from all postsecondary schools attended, and ATI TEAS scores (for programs that require the exam) must be submitted no later than the published application deadlines.
- Official High School transcript *with a high school GPA ≥2.0* or GED certificate. (*The applicant must be a graduate of an accredited high school or have earned a high school equivalency (GED) certificate. Applicants who are unable to provide official transcripts must complete a signed Attestation of High School Graduation which includes the name of the high school attended, city, state, graduation year. The Registrar will evaluate the validity of the institution provided on the attestation form to determine if the entity is/was approved to provide secondary school education by the state listed. State agencies will be contacted as applicable. An Attestation of High School Graduation cannot be accepted for bachelor's degree programs.)*
- High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.
- Satisfactory criminal background check & urine drug screen submitted through specified service provider.
- Ability to meet Essential Program Requirements and Distance Education Essential Program Requirements (*technical standards*).
- Submission of previous employment information. (*Current or past employees of Riverside Health will be evaluated for job status and eligibility for rehire. Riverside Health employees in good standing are awarded additional points toward admission.)*
- Immigration documentation is required if applicant is not a U.S. citizen. (*The College is not Student and Exchange Visitor Program (SEVP) certified and cannot accept international students on an F-1 or M-1 visa)*
- If English is the applicant's second language, a TOEFL score of 550 (paper) or 79 (internet based) is required (*Test must have been completed within the last 2 years).*
- Accepted applicants who decline admission must reapply for a future start date. One admission deferment will be permitted with tuition deposit paid, pending space availability.

Pre-Enrollment Requirements

ESSENTIAL PROGRAM REQUIREMENTS* *(TECHNICAL STANDARDS)*

All students must meet the Essential Program Requirements (technical standards) upon admission and throughout enrollment.

STANDARD	EXAMPLES
• Intact gross and fine motor skills; precise hand/eye coordination and dexterity. Able to discriminate tactile sensations.	*Manipulating medical instruments and supplies; demonstrating assigned clinical skills*
• Clear speech	*Crisp enunciation, appropriate tone and volume; able to communicate effectively to minimize misunderstandings*
• Congruent verbal/nonverbal behavior; emotional stability; cooperative; no signs of impaired judgment	*Relaxed facial expression, calm demeanor, even-tempered, self-confident; able to maintain eye contact, cope with stress, and make informed decisions*
• Able to walk, bend, stoop, kneel, stand, twist, sit, carry, lift hands overhead	*Performing CPR; moving immobile patients; carrying supplies and equipment*
• Able to evacuate a 4-story building in less than three minutes.	
• Able to sit and stand long periods of time	*Up to 8 hours in class and up to 12 hours in lab or clinical*
• Able to pull 75 lbs., lift 35 lbs., push 100 lbs.	*Transferring a patient from bed to stretcher, lifting a patient, pushing a wheelchair or gurney*
• Able to travel independently to clinical sites as assigned	
• Intact short and long-term memory	*Learning theoretical course materials and skills and retaining it from semester to semester*
• Visual color discrimination and depth perception; near and far vision 20/20 (may be corrected with lenses)	*Distinguishing changes in skin color, reading fine print, e.g., expiration dates on medication labels*
• Able to hear and discriminate alarms (may be corrected with hearing aid)	*Recognizing and responding to equipment alarms, fire alarms, emergency alerts; able to respond to verbal instructions*
• Able to detect odors sufficient to maintain environmental safety	*Smoke and noxious odors*
• Able to follow safety precautions/instructions related to possible exposure to toxic drugs; anesthetic gases; ionizing radiation; infectious agents	*Body Fluids: blood, urine, mucus, saliva, etc.*
• Able to follow safety precautions/instructions related to frequent exposure to electricity, electromagnetic fields, electronic media and latex; chemical hazards including but not limited to disinfecting solutions, dyes, acetone, bleach, alcohol	
• The use of medication/substances that may cause drowsiness or otherwise impair mental or physical functioning, whether prescribed, over the counter, or obtained illegally, is prohibited during class, laboratory, and clinical experiences because of the potential safety hazards to patients, self, and others.	

DISTANCE EDUCATION ESSENTIAL PROGRAM REQUIREMENTS *(Technical Standards)*

The following are Essential Program Requirements for students enrolled in full distance education programs and courses. The ability to meet all of these requirements, with or without accommodations, is necessary to be able to meet program outcomes required for graduation. For information regarding disability accommodations, please contact Accommodations & Accessibility Services (AAS).

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

- Accept constructive feedback in all aspects of the program and modify behavior based on the feedback.
- Demonstrate non-discriminatory relationships with others.
- Demonstrate professional boundaries with peers, faculty, and members of the community.
- Maintain confidentiality and protect the rights of others.

Health and Safety Requirements

The Student Services Department, along with its partnership with an external service provider, reviews and monitors students' immunization status and ability to meet the Essential Program Requirements on admission and while enrolled. Students are expected to inform the College of any change in their health status that impacts their ability to meet the Essential Program Requirements. Students are strongly encouraged to have medical insurance for the duration of their program. The College assumes no responsibility for medical costs incurred by a student.

Required Immunizations Include:

- Tetanus booster (td or Tdap vaccination) in the past 10 years,
- Two measles, mumps, and rubella (MMR) immunizations, or titers proving immunity,
- Hepatitis B (HBV) immunization series completed, in progress, or a *Hepatitis B Vaccination Declination Form* signed by the student,
- Lab results showing immunity to varicella (chickenpox) or vaccination series (two doses required),
- Tuberculin Skin Testing:
  - Two Mantoux Tuberculin Skin Tests (TST) within the past 12 months with one of the TSTs administered within the past 30 days. Following the initial two-step TST, a single annual TST will be required. For a previously positive TST, a negative chest x-ray subsequent to the positive TST is required. *OR*
  - Negative IGRA test results from either: QuantiFERON®-TB Gold In-Tube test (GFT-GIT) or T-SPOT®*TB* test (T-Spot).
- Annual influenza immunization required. Requests for medical and religious exemptions are handled individually. Students with approved exemptions or declinations may be required to be masked. Revisions to vaccination and immunization requirements are subject to change based on Riverside Health mandates and recommendations. Enrolled students will be notified of changes via email and program communications. A notice will be posted on the College website to inform prospective students as applicable.

CPR / BLS Requirement

All core programs (except the Nurse Aide Program) require CPR / BLS certification prior to the program start date. Only the *American Heart Association BLS for the Healthcare Provider* or *American Red Cross CPR for the Healthcare Provider* will be accepted.

Tuition Deposit

Applicants accepted for admission must submit a Tuition Deposit (deducted from the first semester tuition) to hold their program seat. Failure to submit by published deadline may result in the revocation of acceptance or deferral to a future cohort.

Criminal History Disclosure

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

Admission Drug Screening

All admitted students are required to undergo a urine drug screening prior to the first day of class. The purpose of the drug screening is to identify students whose use of unauthorized drugs violates the College drug policy. Students who test positive for marijuana must provide valid written certification from a Board of Pharmacy-registered practitioner and a signed medical clearance form from the student's physician or medical provider to certify that use of medical marijuana will not adversely affect the student's ability to perform safe patient care. Admission will be immediately revoked for accepted students who fail their drug screening, miss the assigned deadline for the screening, or provide 2 samples indicating evidence of tampering. Reapplication will not be considered until at least twelve (12) months following the positive drug screen or missed screening deadline. Reapplication is not a guarantee of readmission.

Medical Records Management

Medical Records management is provided through a specified service provider. This includes a record of all immunizations and CPR certification. Only the *American Heart Association BLS for the Healthcare Provider* or *American Red Cross Professional Rescuer* are accepted by the College. (Not applicable to Nurse Aide Program) Further information on requirements is provided in the acceptance packet.

Transfer Credit - General Education Pre- & Co-Requisite Coursework

Applicants seeking transfer credit must submit official transcripts at the time of initial application for all college-level coursework completed prior to matriculating to RCHS. This includes consideration for pre- and co-requisite general education courses and core discipline-specific coursework (clinical hours are not transferrable). Official transcripts for co-requisite general education courses earned after RCHS enrollment are to be submitted for review and consideration as soon as possible or by program deadlines as indicated in each program description.

Transfer credit will be considered if the courses are taken at an institution accredited by an agency recognized by the United States Department of Education (ED). American Council on Education (ACE) recommended credits may be considered for General Education courses for pre-/corequisite requirements, e.g., Sophia Learning and StraighterLine. The College does not provide credit for experiential learning unless it has resulted in recognized healthcare licensure or certification.

The minimum acceptable score for consideration of credit transfer for AP exams is three (exam scores range from 1 to 5). Students should submit their AP exam score reports to the Admissions Office. CLEP/DANTES exam credits for pre-requisite general education courses are only valid if accepted for transfer on a College/University transcript as an equivalent to the required prerequisite. RCHS does not accept CLEP/DANTES certificates and will not accept CLEP/DANTES credits for Anatomy & Physiology or Microbiology.

Student Identification Verification

The student will be required to provide government-issued photo identification as part of their enrollment to the College. Identification must be a current government-issued form of photo identification. Examples may include but not limited to a state driver's license, military ID card, state-issued ID card, or passport. Expired or unreadable documents will NOT be accepted. Identification documentation that is mailed or submitted through upload into the learning management system MUST be notarized.

Government-issued or student photo identification must be presented when picking up any items in-person. The student's identity will also be verified by personnel speaking to them online or by phone when financial or other confidential information is to be shared. In these situations, the student will be asked for their SONIS ID and the last four of their social security number before college personnel will discuss confidential information.

STUDENT ADDRESS VERIFICATION

The student's physical location (in-school address) and permanent address are determined at the time of acceptance. The method of determining their physical location may include, but is not limited to government-issued identification, current lease, or utility documentation including their name, student attestation, or other official documentation of physical location.

Students are required to notify the College within 30 days of changing their in-school and/or permanent address. College notification of address change is made by logging into the Student Account portal in the student information system (SIS) and updating their biographic information. At the beginning of each semester, the Registrar sends all students an electronic reminder that they must notify the College within 30 days of an address change. If the student is physically located outside of Virginia, their ability to complete the program or gain employment in the field, including eligibility for credentialing requirements for employment, may be impacted. See pages 14 (nursing) or 41 (allied health) for educational requirements for specific state licensing and credentialing.

THE FOLLOWING ITEMS ARE REQUIRED PRIOR TO ENROLLMENT

- Tuition Deposit *(credited towards first semester tuition)*
- Submit Transfer Evaluation Request for Academic Coursework form, if applicable *(due with tuition deposit)*
- Course Selection form *(RN-to-BSN and Pre-Track only, due with tuition deposit)*
- All official transcripts *(high school and college)*
- Identity and address verification
- Background screening processed through specified service provider*
- Healthcare Provider Panel drug testing processed through specified service provider*
- Immunization and Medical Records management through specified service provider*
- CPR certification card.* *Only* the *American Heart Association BLS for the Healthcare Provider* or *American Red Cross CPR for the Healthcare Providers* will be accepted. (*Not applicable to Nurse Aide Program*)
- Paid specified semester Tuition and Fees or Financial Aid plan approved (by published due dates)
- Purchase of specified Textbooks*
- Purchase of program specific Student Uniforms from specified service provider* if applicable.
- Completion of all required college or program documentation to include but not limited to: Student Information Sheet, Student Acknowledgement Forms, Statement of Financial Responsibility, FERPA Release Form, Tuition Discount Attestation Form, RCHS Scholarship Application, and Enrollment Agreement

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

FINANCIAL INFORMATION

STUDENT ACCOUNTS INFORMATION

TUITION PAYMENT PROCEDURES

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

- Tuition for students enrolled in degree granting programs is based on the semester credit hours. Students enrolled in non-degree granting programs are charged a flat fee tuition.
- Tuition and fees are payable in full on or before the first day of each semester with the following exceptions: the student has made prior arrangements with the Office of Student Accounts, or the student is awaiting receipt of an award (i.e., scholarships, grants, loans, military tuition assistance, or other authorized financial assistance). Proof of award is necessary.
- Students will not be permitted to attend classes if full payment is not received. Payment in full of outstanding financial obligations is a prerequisite to registration each semester.
- A student entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits may attend/participate in classes until the date on which payment from VA is made to the institution or 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Payment is accepted by check, credit card, or money order only. No cash payments are accepted. A charge will be assessed for returned checks. After one returned check, checks will no longer be accepted from the student.
- Payments made within sixty days of program completion/graduation must be made by money order, credit card, or cashier's check only. Personal checks will not be accepted.
- Unpaid balances will be sent to Riverside Health's collection department if not paid within 30 days.

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

TUITION STATUS

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

REFUND AND CANCELLATION POLICY

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

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

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

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

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

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

Title IV funds that the student has earned but have not yet been disbursed to the withdrawn student will be disbursed as follows: (1) grants will be disbursed within 45 days; (2) loans will be offered to the borrower within 30 days, allowing the student at least 14 days to respond; (3) all post-withdrawal disbursements will be applied to the student account first, and any resulting credit balance will be disbursed as soon as possible and no later than 14 days. A student who withdrawals from or stops attending courses (considered an unofficial withdrawal) prior to completion of more than 60 percent of the semester will be required to repay all or a percentage of the federal aid received.

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

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

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

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

RETURN OF TITLE IV FUNDS (R2T4) CALCULATIONS

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

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

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

COLLEGE PROCEDURE FOR R2T4 CALCULATIONS

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

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

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

REFUNDS OF STUDENT ACCOUNT BALANCES

The College refund policy is different from that specifically required for Title IV aid recipients. The College tuition and fee bill is due in full by the end of the published Add/Drop period. Refunds will be determined as follows: (1) Applicants who cancel their enrollment prior to the first class day and students who withdraw from a program prior to the published Add/Drop Deadline are entitled to a full refund of their paid tuition, excluding the non-refundable Application Processing Fee and tuition deposit, even if they have signed an Enrollment Agreement. (2) Students who withdraw after the published Add/Drop date but have completed less than 25% of the total semester are entitled to a 50% refund of their paid tuition. (3) Students who withdraw after completing at least 25% but less than 60% of the total semester are entitled to a 25% refund of their paid tuition. (4) Students who withdraw after completing 60% or more of the total semester will not be entitled to a tuition refund. (5) Applicant Processing Fees and Transfer Evaluation fees are non-refundable except under extraordinary circumstances such as course cancellations by the College.

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

REFUND & CANCELLATION POLICY DEFINITIONS

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

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

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

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

ADD/DROP DEADLINE:

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

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

2026-2027 FEES

Tuition is detailed with each specific core program section of the catalog.

(Fees listed below are not applicable to the Nurse Aide Program).

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

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

ENTRANCE FEES

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

AUDIT / TRANSFER STUDENT FEES

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

FEES APPLICABLE TO ENROLLED STUDENTS

- Tuition Deposit -- $100.00 *Fee is non-refundable and credited towards first semester tuition.*
- Campus Resource Fee -- $100.00 per Fall & Spring semesters - *Not applicable to RN-to-BSN or Pre-Nursing and Pre-Allied Health students.*
- Technology Fee -- $100.00 per Fall & Spring semesters
- Skills Lab Supplies Fee -- $50.00 per Fall & Spring semesters - *Not applicable to RN-to-BSN or Pre-Nursing and Pre-Allied Health students.*
- Clinical Subscription Fee - varies by Program – assessed during Fall and Spring semesters – see specific program tuition & expenses detail – *Not applicable to RN-to-BSN or Pre-Nursing or Pre-Allied Health students.*
- Background Screening, Drug Testing, Immunization & Medical Records Management Estimate * - $147.00 *Not applicable to Pre-Nursing and Pre-Allied Health students.*

- CPR Course Estimate * -- $75.00 *Only the American Heart Association BLS for the Healthcare Provider* or *American Red Cross CPR for the Healthcare Providers will be accepted. Students taking GEN 111 – CPR certification is included.*

- Late Fee Assessment -- A student account may be assessed a late payment fee when payment is not received by the required deadline. Late fees may apply when:
  - A term balance is not paid by the published deadline
  - A payment plan installment is missed
  - A payment is returned, declined, reversed, disputed, or otherwise not honored
  - A balance created after add/drop, registration changes, financial aid changes, or other account adjustments is not paid by the assigned deadline

  Recommended fee structure:

  - $50 late fee after a 5-calendar-day grace period
  - $50 late fee per missed payment plan installment
  - Returned payment fee, if applicable, according to institutional or banking requirements

  Late fees are non-refundable unless assessed in error. The grace period does not extend the official payment deadline. It only delays the assessment of the late fee.

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

FINANCIAL AID AND SCHOLARSHIPS

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

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

FEDERAL GRANTS AND LOANS

FEDERAL PELL GRANT PROGRAM

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

FEDERAL DIRECT LOAN PROGRAM

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

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

The College certifies loans, and disbursement will occur after the posted add/drop date, but disbursements will vary by student and their FAFSA status. The annual combined loan limits for students can vary depending upon the program type and level. The annual Subsidized loan limits for Dependent students: Freshman $3500; Sophomore $4500; and Senior $5500 with an additional $2000 Unsubsidized loan limit. The Annual Subsidized Loan Limits for Independent students: Freshman $3500; Sophomore $4500; and Senior $5500 Subsidized with an additional Unsubsidized loan limit of $6000 for Freshmen and Sophomores and $7000 for Seniors.

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

Loan application process: Apply to see if you qualify for Federal Student Aid at https://studentaid.gov/h/apply-for-aid/fafsa. You may contact the Office of Financial Aid for general questions at 757-240-2232 or 757-240-2236. A Financial Aid officer will reach out to you after you are accepted into a Program.

FEDERAL DIRECT PLUS LOAN PROGRAM

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

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

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

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

DONOR SCHOLARSHIPS

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

ACTIVE DUTY AND MILITARY VETERAN INFORMATION

Veterans, active-duty service members, spouses, and dependents may use veterans' benefits and/or Tuition Assistance. The veteran initiates the application, and the College completes the enrollment certification and forwards documents to the Department of Defense or Department of Veterans Affair. Prior to enrolling at RCHS, service members are encouraged to contact your Educational Services Officer (ESO) or Readiness NCO at their base or specific branch of service prior to enrolling to ensure that RCHS is the best selection for you and your educational goals.

TUITION AND FEES

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

The College requires all student accounts to be paid in full at the beginning of each semester with the following exceptions: the student has made prior arrangements with the Office of Student Accounts, or the student is awaiting receipt of an award (i.e., scholarships, grants, loans, military tuition assistance, or other authorized financial assistance). Proof of award is necessary. Students will not be permitted to attend classes if full payment is not received. Payment in full of outstanding financial obligations is a prerequisite to registration each semester.

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

REFUND PROCESS

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

- Applicants who cancel their enrollment prior to the first-class day and students who withdraw from a program prior to the published Add/Drop Deadline are entitled to a full refund of their paid tuition, excluding the non-refundable Application Processing Fee and tuition deposit, even if they have signed an Enrollment Agreement.
- Students who withdraw after the published Add/Drop date but have completed less than 25% of the total semester are entitled to a 50% refund of their paid tuition.
- Students who withdraw after completing at least 25% but less than 60% of the total semester are entitled to a 25% refund of their paid tuition.
- Students who withdraw after completing 60% or more of the total semester will not be entitled to a tuition refund.
- Applicant Processing Fees are non-refundable except under extraordinary circumstances such as course cancellations by the College. Transfer/Transcript Evaluation fees are waived for current or former military members. The Registrar authorizes the partial or full refund.
- No monetary charges will be assessed to a student during a Leave of Absence. No additional charges to the student as a result of the Leave of Absence will be imposed.

- Student account credit balances are refunded within 45 days of receipt of a written request to terminate their status as student or the date the student last attended classes, whichever is sooner.
- Accounts of students with an outstanding balance that are not paid within 30 days from the date of withdrawal may result in a hold on the student's records, diplomas, transcripts, and future registration activity.
- Fees, including application, resource, technology, and laboratory, are non-refundable. Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.

Tuition Deposits

Applicants accepted for admission must submit a non-refundable Tuition Deposit of $100.00 (deducted from the first semester tuition).

Academic Credit

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

- Students who withdraw passing from a course prior to course completion but after the Add/Drop date will have a WP notation recorded on their transcript. The grade for students who withdraw from a course with a failing grade prior to course completion but after the Add/Drop date will be included in CGPA calculation. No grade will be included in the CGPA calculation for students who withdraw from a course after the Add/Drop date and before any grades were posted.
- Students who withdraw must complete the Student Exit Process. If a student does not comply with the policy for student withdrawal, the official withdrawal date will be based upon the last known date of attendance which is the last day a student had a documented academically related activity, the student may be ineligible for readmission to the College, and official transcripts may be withheld. Students must complete and submit the LOA request form to the program director for approval. When a student withdraws or takes a LOA from a program due to an approved medical necessity, the student's SAP will not be impacted. (Documentation of medical necessity must be submitted within five (5) business days past initial leave, and must have approval from both the Program Director and Accommodations & Accessibility Coordinator.)
- An incomplete grade (I) is given by the course faculty when the student is unable to complete course requirements due to serious illness, pregnancy, personal or declared emergency, or military service. Incomplete coursework must be completed within 30 calendar days from reinstatement. If the course work is not completed within the allotted time frame, the "I" grade automatically becomes an "F".

Students in Receipt of Active-Duty Orders

An enrolled student who is a member of the Armed Forces, active or reserve, and who receives orders to active duty may be forced to:

- withdraw from the program. No financial penalty will be assessed and all tuition and fees for incomplete courses from the impacted academic term will be refunded.
- take a leave of absence (LOA) from the program. Any bona fide active-duty absence will not be deemed unexcused, and a grade of "I" (Incomplete) will be assigned for all courses. To the extent practicable, the student will be permitted to complete the impacted academic term.
- There will be no reduction in the student's GPA as a result of the active-duty withdrawal or LOA.

A student forced to withdraw or take a leave of absence from a college program due to military service is required to submit oral or written notice of their military orders at the time of withdrawal or LOA to preserve their prerogatives under this policy. When seeking reinstatement, the student will submit a copy of their military orders verifying the end of the military service that required their withdrawal or LOA.

Reinstatement

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

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

Documentation

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

ACADEMIC CALENDARS

COLLEGE HOLIDAYS *(Campus closed)*

2026 HOLIDAYS

Sep 7 Labor Day
Nov 26-27 Thanksgiving
Dec 25 Christmas

2027 HOLIDAYS

Jan 1 New Years
May 31 Memorial Day
Jul 4 Independence Day

SEMESTER BREAKS

DAY DIVISION

Jul 15 - Aug 14, 2026
Oct 2-13, 2026
Dec 9, 2026 - Jan 8, 2027
Mar 1-5, 2027
May 10-15, 2027

EVENING / WEEKEND DIVISION

Aug 10-14, 2026
Oct 12-13, 2026
Dec 9, 2026 - Jan 8, 2027
Mar 1-5, 2027
Jun 16 - Jul 5, 2027

ACADEMIC PROGRAM CALENDARS

PRE-NURSING/PRE-ALLIED HEALTH COURSES -- CORE PROGRAMS: PROFESSIONAL & PRACTICAL NURSING, CARDIOVASCULAR TECHNOLOGY, HEALTH SCIENCES, PHYSICAL THERAPIST ASSISTANT, RADIOLOGIC TECHNOLOGY RESPIRATORY CARE, AND SURGICAL TECHNOLOGY

DAY DIVISION

FALL SEMESTER **2026**

- Begins: Aug 17
- Last Day to Add: Aug 19
- Last Day to Drop: Aug 28
- Ends: Dec 8

SPRING SEMESTER **2027**

- Begins: Jan 11
- Last Day to Add: Jan 13
- Last Day to Drop: Jan 22
- Ends: May 8

SUMMER SEMESTER **2027**

- Begins: May 17
- Last Day to Add: May 19
- Last Day to Drop: May 28
- 8-week Semester Ends: Jul 10
- 12-week Semester Ends: Aug 7 (*Practical Nursing only*)

EVENING / WEEKEND

FALL SEMESTER **2026**

- Begins: Jul 6
- Last Day to Add: July 8
- Last Day to Drop: Jul 17
- Ends: Dec 8

SPRING SEMESTER **2027**

- Begins: Jan 11
- Last Day to Add: Jan 13
- Last Day to Drop: Jan 22
- Ends: Jun 15

ACADEMIC PROGRAM CALENDAR
RN-TO-BSN PROGRAM

FALL SESSIONS 2026

Session 1 Begins: Aug 17
Last Day to Add: Aug 19
Last Day to Drop: Aug 21
Session 1 Ends: Oct 10
Session 2 Begins: Oct 12
Last Day to Add: Oct 14
Last Day to Drop: Oct 16
Session 2 Ends: Dec 5

SPRING SESSIONS 2027

Session 1 Begins: Jan 11
Last Day to Add: Jan 13
Last Day to Drop: Jan 15
Session 1 Ends: Mar 13
Session 2 Begins: Mar 15
Last Day to Add: Mar 17
Last Day to Drop: Mar 19
Session 2 Ends: May 8

SUMMER SESSIONS 2027

Session 1 Begins: May 17
Last Day to Add: May 19
Last Day to Drop: May 21
Session 1 Ends: Jul 10

ACADEMIC PROGRAM CALENDAR
NURSE AIDE PROGRAM (START & STOP)

DAY DIVISION *[Program dates subject to change]*

2026

Jun 8 – Jul 17
Aug 3 – Sep 11
Sep 21 – Oct 30
Nov 2 - Dec 11

2027

Jan 11 – Feb 19
Mar 1 – Apr 9
Apr 19 – May 28
Jun 7 – Jul 16

STUDENT RESOURCES

STUDENT HANDBOOK

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

STUDENT ADVISING

The College provides ongoing academic advising by program faculty to students from entry into a program of study until graduation or withdrawal. The academic advisor, assigned in the student's first semester, meets minimally once/semester, to monitor the student's academic progress and to serve as a resource for students experiencing academic difficulties.

The academic advisor serves as a mentor and resource for academic assistance in areas such as: learning strategies (goal setting, study skills, time management strategies, testing strategies, note-taking skills, etc.); clarification of academic and institutional policies; career development; and referrals to the Riverside Student and Employee Assistance Program if personal issues are impacting academic performance. In distance education programs, the academic advisor assists students with course selection, ensures that technology is not a barrier or dissatisfier for students, and verifies that students are making satisfactory academic progress.

CAREER AND EMPLOYMENT INFORMATION

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

FACULTY ACCESS

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

MALPRACTICE INSURANCE

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

ACCOMMODATIONS & ACCESSIBILITY SERVICES (AAS)

The College provides accommodations to qualified students with disabilities and students with short-term medical needs. AAS assists qualified students in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs, and activities.

Students who seek reasonable accommodations should notify AAS of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation

of the need for accommodation. Accommodations are not retroactive but are effective only upon the student sharing their approved accommodations letter with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the AAS Coordinator to allow for time to gather necessary documentation.

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

STUDENT ORGANIZATIONS

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

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

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

POLICIES AND DISCLOSURES

Academic Policies

STUDENT RIGHTS & RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:

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

STUDENTS HAVE THE RESPONSIBILITY TO:

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

ATTENDANCE*

Specific attendance requirements for each program of study are published in the student handbook and course syllabi. To achieve the educational goals of the designated program of study, consistent attendance for all learning experiences is an expectation. Absences interfere with the student's ability to achieve course and curriculum outcomes. Absences are documented and reviewed to determine if disciplinary action is warranted. Students may refer to the College's Academic Calendar which includes all designated student breaks and Academic Calendar which includes all designated student breaks and disciplinary action is warranted. Students may refer to the College's Academic Calendar which includes all designated student breaks and holidays. **RN-to-BSN Program attendance requirements, see page 25.*

PREGNANCY

Pregnant students are encouraged to notify Accommodations & Accessibility Services if they have concerns about their ability to fully participate in class, lab, and/or clinical experiences or to meet the academic requirements of the program. *For program-specific information, see: Radiologic Technology, page 56; Surgical Technology, page 66.*

CLINICAL WORK DURING ENROLLMENT / STUDENT EMPLOYMENT

The College recognizes a student's right to attain employment. Enrolled students who are employed at any of the college's affiliated clinical or practicum sites, may not represent themselves as students during hours of employment and may not substitute clinical experience received during the time of employment for clinical experience required by the program. Students may not wear their student uniform or student identification badge during employment hours.

Students enrolled in "Earn-and-Learn" programs must wear their student badge during clinical experiences and perform responsibilities within their student scope and according to the program's clinical objectives.

CLINICAL AND PRACTICUM EXPERIENCES

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

GRADING AND PROMOTION

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

Letter Grade	Numerical Grade	Quality Point Value *Per Course Credit Hour*
A	96-100	4.0
A-	94-95	3.7
B+	91-93	3.3
B	89-90	3.0
B-	86-88	2.7
C+	83-85	2.3
C	80-82	2.0
MC	80	2.0

Letter Grade	Numerical Grade	Quality Point Value *Per Course Credit Hour*
C-	<80	0
D+	<80	0
D	<80	0
D-	<80	0
F	<80	0
S*	Satisfactory	0
U*	Unsatisfactory	0
I*	Incomplete	0
AU*	Audit Only	0
EX*	Exempt Course	0
W*	Withdrew (no grades)	0
WP*	Withdrew Passing	0
WF	Withdrew Failing	0

**Not included in GPA calculation*

Student records are retained for five years. Transcripts are retained permanently in electronic format.

Semester Length and Credit Definition

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

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

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

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

Methods of Instructional Delivery

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

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

ACADEMIC PROGRESSION

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

SAP PACE OF COMPLETION TABLE

(See Program-Specific Curriculum Plans for number of Academic Credits in each Program Term)

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

Students in clock-hour programs must successfully meet both the clock hours and weeks of instructional time required for each payment period as detailed on the program curriculum and College attendance policy. Student progress is monitored to ensure the ability to complete the program within the maximum timeframe specified for the clock-hour program in the Interval Table below. Courses not satisfactorily completed within a term may result in the student's inability to complete the program within the maximum allowable timeframe.

A student is ineligible to continue the program when it becomes mathematically impossible for them to complete the program within the maximum allowable program length by credits or weeks, as provided in the SAP Evaluation Interval Table below. All periods of a student's enrollment count when assessing progress, even periods in which the student did not receive federal financial assistance. Leaves of absence do not count towards the assessment of SAP and maximum timeframe.

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

SAP Evaluation Interval Table

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

Program	RCHS Program Length	Maximum Allowable Timeframe (rounded down to nearest whole number)	Minimum Evaluation Intervals
Fully Distance Credit-Hour Program			End of each Program Term (including summer sessions)
RN-to-BSN	120 credits	180 credits	
Blended DAY Division Degree Granting Credit-Hour Programs			
Practical Nursing *(Aug '26 & Jan '27 start)*	40 credits	60 credits	
Professional Nursing - BSN	120 credits	180 credits	
Professional Nursing - AAS	72 credits	108 credits	
Health Sciences	73 credits	109 credits	
Physical Therapist Assistant	82 credits	123 credits	
Radiologic Technology	85.5 credits	128 credits	
Respiratory Care	82 credits	123 credits	
Surgical Technology	81.5 credits	122 credits	
Cardiovascular Technology – Adult Cardiac Sonography	77.5 credits	116 credits	
Cardiovascular Technology – Non-Invasive Vascular Sonography	78.5 credits	118 credits	
Blended EVENING & WEEKEND Division Credit-Hour Program			
Practical Nursing *(Jul '26 & Jan '27 start)*	40 credits	60 credits	
Professional Nursing-AAS	72 credits	108 credits	
Clock-Hour Diploma/Certificate Programs *(all starts prior to Jul '26)*			End of each Program Payment Period*
Practical Nursing - Day	40 weeks	60 weeks	
Practical Nursing - EW	58 weeks	87 weeks	
Residential Program INELIGIBLE for Federal Financial Assistance due to short program length			
Nurse Aide	174 clock hours	261 clock hours	DD: Completion of Week 3

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

Course Failure or Withdrawal

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

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

When a student enrolled in an associate degree nursing program is taking courses concurrently in the RN-to-BSN Program and fails two RN-to-BSN courses, the student will not be permitted to continue taking concurrent courses in the RN-to-BSN Program. The student must complete their nursing program, pass the

licensure examination, and apply for admission to the RN-to-BSN Program. The student must meet all the RN-to-BSN admission criteria. Admission is not guaranteed. Failed courses must be completed successfully before the student will be permitted to continue in the program.

Students who withdraw passing from a core course prior to course completion but after the Add/Drop date will have a WP notation recorded on their transcript. The grade for students who withdraw from a core course with a failing grade prior to course completion but after the Add/Drop date will be included in CGPA calculation. A grade of W" is awarded to students who withdraw from a Portage course on or before to the published midpoint date. After this date, the student will receive a grade of "F. No grade will be included in the CGPA calculation for students who withdraw from a course after the Add/Drop date and before any grades were posted. Exceptions to this policy may be made under mitigating circumstances. Students receiving financial aid or military/veteran benefits who withdraw from courses may be subject to changes in their funding that may create a debt to the college. The student should contact the financial Aid office to determine the financial impact.

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

REPEATED COURSE AND INCOMPLETE (I) COURSE GRADE

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

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

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

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

TRANSFER CREDIT (RELATED TO SATISFACTORY ACADEMIC PROGRESS – SAP)

Credits to be considered for transfer are accepted upon initial application. All posted transfer credit hours that are applicable to the student's current program of study are subject to being counted for Quantitative SAP purposes (credits attempted toward maximum program length calculations). When students are granted transfer credit for courses taken at another institution or in another Riverside College of Health Sciences program, consideration of the total number of semesters still needed or remaining within the specific program will be evaluated by the Program Dean. This evaluation will determine a baseline related to the student's ability to complete the program within a maximum allowable program length by credits, as provided in the SAP Evaluation Interval Table.

After enrollment, the transferred student will be evaluated for ability to maintain the minimum percent of credits completed in a program as demonstrated on the SAP Pace of Completion Table. Students seeking transfer credit for completed Riverside College of Health Sciences courses must meet with the Program Dean 60 days prior to the desired semester start date.

FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS

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

APPEAL OF SAP FAILURE

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

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

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

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

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

FINANCIAL AID PROBATION

The status of Financial Aid Probation may be assigned to a student who is failing to make satisfactory academic progress but has successfully appealed the SAP Failure. Eligibility for aid may be reinstated for one or more payment periods, and the student will be placed on an academic plan for the entirety of the reinstatement period. Upon appeal, if approved to attempt credits or hours in order to graduate from the student's current program, all classes must be successfully completed, or the student will no longer be eligible for financial aid. If the student changes to another program and has not completed the program for which the appeal was approved, the student will no longer be eligible for financial aid in either program and will not be considered for further SAP Failure appeal.

FINANCIAL AID PROBATION – SAP ACADEMIC PLAN

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

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

LEAVE OF ABSENCE (LOA)

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

To be eligible for an LOA while waiting to repeat a course, the student must be able to re-enroll in the course(s) within 180 days from the last date of attendance. Eligibility is predicated on the course(s) being offered and space availability. LOA is not treated as a withdrawal from the program. To be eligible for an LOA during a term due to serious illness or emergency, the student must expect to return prior to the end of the term. Approved LOAs must have a beginning and return date. If the student does not return on or before the approved return date, the student will be withdrawn by the Registrar and must apply for readmission. Additionally, Medical LOA requires submission of physician documentation to the AAS Coordinator for approval within five (5) business days post initial LOA approval from the Program Director. If the student is not approved for medical leave or fails to submit the proper documentation, failing grades (as applicable) will be posted to their official record without reversal.

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

or before the approved return date, the student will be withdrawn from the program, and the last documented date of attendance will be used for refund purposes.

READMISSION

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

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

EXTENDED ENROLLMENT STATUS

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

ACADEMIC DEFICIENCY NOTIFICATION

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

ACADEMIC DISMISSAL

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

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

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

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

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

GRIEVANCE, APPEAL, AND PROGRAM COMPLAINTS PROCESS

The College provides a mechanism through which students have the ability to address and receive fair consideration regarding issues of an academic and non-academic nature. Students receive ongoing communication regarding performance. Students will not be subject to adverse actions as a result of initiating a complaint. When the student has a complaint or concern, the student is encouraged to attempt informal resolution with the course faculty or staff member concerned. In the event that informal complaint resolution is unsuccessful in resolving the student's concern, the student may file a grievance with the Program Director.

Students have the right to grieve perceived unfair, capricious or discriminatory grading, complaints of discrimination and/or harassment, issues related to ADA accommodations, program dismissal, and disciplinary actions resulting from behavioral issues. The student has three business days to submit a written grievance statement to the Program Director after the informal resolution process with course faculty has failed or the student has received notification of course failure or dismissal. The Program Director will meet with the student within two weeks of receipt of the written grievance or as soon thereafter as agreed upon by both parties. The Program Director after considering the student's grievance will decide based on the nature of the grievance and College policy.

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

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

1. Accrediting Bureau of Health Education Schools (ABHES) is the College's institutional accreditor. To file a complaint with ABHES, contact https://complaintsabhes.com/.
2. State Council of Higher Education for Virginia (SCHEV) is the College's state certifying agency. To file a complaint with SCHEV, contact https://www.schev.edu/students/resources/student-complaints.
   101 N. 14th Street, 10th Floor, James Monroe Building, Richmond, VA 23219
   Tel: (804) 225-2600 Fax: (804) 225-2604
3. The College recognizes SCHEV as Virginia's State Authorization Reciprocity Agreement (SARA) Portal Entity as the oversight agency assigned to resolve complaints from students taking distance education under the aegis of SARA https://nc-sara.org/sara-student-complaints-0.
4. The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for veterans in Virginia. Their office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved

at the school, the beneficiary should contact their office via email ssa@dvs.virginia.gov. *GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at* http://www.benefits.va.gov/gibill.

5. Student concerns, complaints, and appeals may also be filed with program specific accreditors listed under each program.
6. Students who believe a school has discriminated against them based on race, color, national origin, sex, disability, or age can file a complaint of discrimination with the U.S. Department of Education's Office of Civil Rights (OCR) through their Electronic Complaint System webpage.

TECHNOLOGY REQUIREMENTS

The College is primarily Windows PC-based and uses Microsoft Office (Word, Excel, etc.). Mobile devices may or may not have the capabilities that a computer or laptop have. It is the student's responsibility to ensure that they have what is minimally required to be successful in the program.

Upon acceptance, students are provided unique secure login information (username and password) and instructions for accessing their schedules and orientation materials. During New Student Orientation, students will complete a technology orientation which includes a computer literacy assessment and hands-on training as needed. The RN-to-BSN program online orientation is outlined in their Acceptance Package.

CANVAS LEARNING MANAGEMENT SYSTEM

The College uses Canvas as its learning management system for coursework and communications. The computer hardware, software, and Internet connection that are used for accessing the Canvas LMS are the primary means of participating in courses that are in person or online, as well as collaborating with your instructors and fellow students. Therefore, these are significant contributors to your academic success. It is essential that you own or have ready access to a computer that meets the minimum specifications listed below. Canvas recommends having a minimum Internet speed of 512 Kbps. The supported Browser is Google Chrome version 133/134.

If you are using a Macintosh computer, coursework must be submitted using your Office 365 tools provided with your RCHS email account. *It is your responsibility to edit and submit all assignments using the Office 365 software applications that have been provided. Please note that your Program Faculty may take off points for assignments that have to be resubmitted because the files are not compatible with the Windows based computer and will not allow the faculty to access them. Assignments that require resubmission are considered late assignments.*

INTERNET REQUIREMENTS: HIGH SPEED INTERNET ACCESS FROM HOME

The Federal Communications Commission (FCC) defines broadband as a download speed of 25 Mbps and an upload speed of 4 Mbps. Click here to test your Internet speed. In Virginia, high-speed Internet generally means download speeds of 100 Mbps or higher. Your provider (COX, Version, Spectrum, etc.) could offer speeds up to 1 Gbps (1000 Mbps).

Accessing course materials from a rural area using satellite and/or cellular service connections may result in slowness or errors (time outs or access problems).

Video conference applications require solid high-speed Internet connectivity to take advantage of full video and application sharing.

ONLINE EXAMS, RESPONDUS LOCKDOWN BROWSER, AND RESPONDUS MONITOR

Taking online exams requires a reliable high-speed Internet connection, a webcam 720p or better, and a headset (noise canceling). Some courses use the Respondus Lockdown Browser for exams, for which a strong Internet connection is needed to avoid exams being locked.

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

When using Respondus Monitor, your webcam will record you during an online exam. The webcam (built-in or external) is used to validate the testing area with a 360-degree environment scan. We understand that desktops create a challenge in regard to the environment scan, however, a 360-degree view of your surroundings and showing your full desk space is a ***requirement*** for your courses. If you have a very large desktop monitor that is unable to fulfill this requirement, it may be necessary to purchase an external webcam. Instructions on downloading and installing this browser will be given at the start of your courses.

The primary cause for a LockDown Browser issue is a brief internet connection interruption or multiple devices using the same network, such as gaming, which can cause overcrowding on the router that will affect the performance of the LockDown Browser. Additionally, a private computer is required for exams as a public and/or employer device will not allow for downloading the required software.

ADDITIONAL TECHNOLOGY REQUIREMENTS

Software Requirements:

- Microsoft Office 365 (Word, Excel, PowerPoint) is web based and can be accessed by going to https://www.office.com/ and entering your login information.
- Anti-virus & anti-spyware applications that are updated regularly. Recommendation is to use Trend Micro. They protect all types of devices (Windows, Mac, Android, IOS, Chromebook)
- Google Authentication for Multifactor Authentication (MFA) when accessing Microsoft Office 365 and SONIS (the college student information system).

Supported Operating Systems (see detailed specifications below)

- Microsoft® Windows 11 Pro
- Apple® macOS 13 or higher
- iPads OS 18 or higher
- *Tablets are not supported*

Type	Windows System Recommendations	MAC System Recommendations
Laptop Display	14” or larger	14” or larger
Operating System	Microsoft Windows 11 Pro (not Home or S-mode)	Apple macOS 13 or newer
Processor Intel	Latest generation Intel Core i5-series (or higher) or equivalent **	M2 or higher
Processor AMD**	Latest generation AMD Ryzen Pro 5000, 6000, 7000 or 8000 series, or AMD Ryzen AI series **	
Memory	16GB RAM or higher	16GB or higher
Hard drive	256GB or higher	256GB or higher
Video	Onboard/Integrated video	Onboard/Integrated video
Internet Access	High-speed Internet connection with minimum speed of 25MB or better. Click here to test your internet speed.	High-speed Internet connection with minimum speed of 25MB or better. Click here to test your internet speed.
Wireless Card	802.11ac	802.11ac
Webcam	720p HD or better camera with noise reduction and integrated microphones	720p HD or better camera with noise reduction and integrated microphones
Audio Features	Integrated speakers	Integrated speakers

Headset	May be required for online courses	May be required for online courses
Software	Microsoft Office 365 is free while enrolled at RCHS	Microsoft Office 365 is free while enrolled at RCHS

Type	**iPad OS System Recommendations**
Operating System	The following version can go to iOS 18 • iPad Pro (M4) • iPad Pro 12.9-inch (3rd generation and later) • iPad Pro 11 inch (1st generation and later) • iPad Air (M2) • iPad Air (3rd generation and later) • iPad (7th generation and later) • iPad mini (5th generation and later)

GRADUATION REQUIREMENTS*

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

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

Students will receive diploma/certificate upon completion of program.

Administrative Disclosures

Right-to-Know

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

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

Transferability of RCHS Coursework

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

Transcripts from RCHS

RCHS transcripts will not be released to any third party without written consent from the student except as allowed by Family Educational Rights and Privacy Act of 1974 (FERPA). Requests for official transcripts are placed through the Nation Student Clearinghouse. Additional information is available at www.riverside.edu – Resources – Transcript Requests. Processing time for transcripts is 7-10 business days.

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

Advanced Placement

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

Transferring from Another Nursing or Allied Health Program

Applicants seeking advanced placement credit must submit official transcripts at the time of initial application for all college-level coursework completed prior to matriculating to RCHS. This includes consideration for core discipline-specific coursework (clinical hours are not transferrable).

Transfer credit will be considered if the courses are taken at an institution accredited by an agency recognized by the United States Department of Education (ED). The College does not provide credit for experiential learning unless it has resulted in recognized healthcare licensure or certification.

Discipline-specific courses considered for transfer credit must have been completed within the last three (3) years with a minimum grade of 80% required. A grade of C or higher is required for general education courses that are prerequisites for a program of study. The individual requesting to transfer course credits into a college program will contact Admissions to begin the transfer application process. Transfer requests will include:

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

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

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

As the Traditional, prelicensure BSN Program is currently in “Initial Approval” status with the Virginia Board of Nursing, transfer students from other nursing programs are not authorized to be admitted until the program has received “Full Approval”.

DIRECTORY INFORMATION

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

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

ACCESS TO RECORDS

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

NONDISCRIMINATION POLICIES

It is the policy of Riverside College of Health Sciences to maintain and promote equal educational opportunity without regard to race; age (except where age is a bona fide clinical requirement); color; sex; gender identity or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; pregnancy, childbirth or related medical conditions; genetic information; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 and the Rehabilitation Act Amendments of 1992, Section 504; the U.S. Department of Justice's revised final regulations implementing the ADA; Va. Code (annotated) § 51.5-44; protected activity; or any legally protected status in its educational programs or activities. Inquiries concerning this policy should be addressed to the College Disabilities Officer who can be reached at 757-240-2462 (Nursing) or 757-240-2258 (Allied Health). The campus is handicap accessible.

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

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

TITLE IX, EDUCATION AMENDMENTS OF 1972

The College does not discriminate on the basis of sex in employment practices for faculty and staff, nor does it discriminate in its educational programs or student activities. The College's Title IX Coordinator is responsible for ensuring that the College maintains an environment for students and employees that is free from unlawful sex discrimination or harassment in all aspects of the educational experience, including admissions, financial assistance, academics, extracurricular activities, and administrative policies and procedures. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. Inquiries concerning gender equity/discrimination may be addressed to the Title IX Coordinator by calling 757-240-2258 or 757-240-2462 or at: TitleIX@riverside.edu.

TITLE VII, CIVIL RIGHTS ACT OF 1964

Riverside College of Health Sciences seeks to employ individuals and admit students without regard to race; age (except where age is a bona fide clinical requirement); color; gender or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with

Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973, Section 504; or any other factor prohibited by law in its educational programs or activities. The College extends to those individuals all the rights, privileges, activities, and programs made available to employees and students.

THE REHABILITATION ACT OF 1973, SECTION 504

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

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

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

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996

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

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

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

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

DRUG-FREE SCHOOLS & CAMPUSES REGULATIONS, EDGAR PART 86

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

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

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

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

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

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

AGE DISCRIMINATION ACT OF 1975

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

ETHICAL EMPLOYEE PRACTICES

INCENTIVE COMPENSATION PROHIBITION

RCHS does not provide any commission, bonus, incentive payment, or other compensation based directly or indirectly on success in securing enrollments, admissions, or federal student financial aid awards to any employee, contractor, agent, or third-party entity engaged in student recruiting, admissions activities, enrollment activities, or financial aid decision-making. Compensation is not adjusted based on the number of students enrolled, admitted, or awarded financial aid. Employees involved in these activities are compensated through fixed salary or wage structures that are not tied to enrollment outcomes.

STUDENT RECRUITMENT

RCHS strictly prohibits high-pressure recruitment tactics, including making three or more unsolicited contacts by phone, email, or in person; and, same-day recruitment and registration activities intended to secure enrollments. These measures ensure ethical recruitment practices and protect prospects from undue pressure.

College Administration

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

All positions are FULL TIME unless otherwise indicated as Part-time or Adjunct.

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

Senior Leadership

Robin Nelhuebel, PhD, MSN, MEd, RN, RT(R)	College President	Capella University
Beth Compton, DNP, RN	Dean of Nursing Education	Capella University
G. Michael Hamilton, MEd	Dean of Student Success	Drexel University
Charlene Jensen, DPT, PT, MMHPE	Dean of Allied Health Education	Shenandoah University
Chris Mitchell, MSN, RN, NEA-BC, FACHE	Dean of Academic Operations & Compliance	University of Central Florida

Program Administration and Support

Christina Barley, MMHPE, CST, CRCST *(Retiring Oct 2026)*	Assistant Dean, ST Program	Eastern Virginia Medical School
Jennifer Brandt-Gloria, MPH, CST *(Starting Oct 2026)*	Assistant Dean, ST Program	Eastern Virginia Medical School
Cheralynn Chambers, MBA, RVT, RDCS, RT(R)(CT)	Assistant Dean, CVT Program	Western Governors University
Victoria Crisp, MSN, RN	Assistant Dean, PN & NA Programs	Walden University
Candice Cherry, MEd, LPTA, CES	Assistant Dean, PTA Program	Western Governors University
Debbie Outlaw, DNP, RN	Associate Dean, Professional Nursing Programs	Regent University
Naomi Pollock, MS, RT(R)	Assistant Dean, RT Program	Eastern Virginia Medical School
K. Hope Rash, MSN, RN, CNE	Assistant Dean, Prof. Dev. & Distance Education	Old Dominion University
Kirsten Swain, MPH, RRT, RRT-ACCS	Assistant Dean, RC Program	Independence University
Brett Tilman, BS	Assistant Dean, Admissions and Recruitment	Radford University
Wendy Unison-Pace, PhD, MS, RN, BCETS, CHEP	Associate Dean, RN-to-BSN Program	Capella University

Linda-Marie Burton, MSN, RN	Evening and Weekend Coordinator	Walden University
Cheryll Hawthorne, MEd	Tutor STEM Courses	Naval War College
Amanda Nawrot, MSN, RN	Clinical Coordinator – Prof. Nursing	Walden University

PROGRAM FACULTY ***(* Denotes a shared position)***

Professional Nursing Program – Pre-licensure BSN

Linda Aleksa, Ed.D., MSN, RN	Adjunct Instructor*	Virginia Polytechnic Institute
Karen Aroche Jimenez, MSN, RN	Adjunct Instructor*	Regent University
Jeannie Beaver, MSN, PCCN	Adjunct Instructor*	Western Governors University
Sirena Blount-Sears, DNP, RN	Professor*	Old Dominion University
Linda-Marie Burton, MSN, RN	Assistant Professor*	Walden University
Ruth Cody, DNP, RN-BC	Professor*	Old Dominion University
Mary Dorsey, MSN, RN	Adjunct Instructor*	Old Dominion University
Alphenia Greene, MSN, RN	Adjunct Instructor*	Liberty University
Leah Greene, MSN, PCCN, RN	Adjunct Instructor*	Wesley College
Leamoy Griffiths, MSN, RN	Assistant Professor*	Denver College of Nursing
Keeyada Robinson-Harrison, MSN, RN,CMSRN	Assistant Professor*	University of Texas at Arlington
Ramona Hercules, DNP, RN	Professor*	Old Dominion University
Amy Hobbs, MSN, RN	Adjunct Instructor*	Walden University
Monica Hunter, MSN, RN	Assistant Professor *	Chamberlain College of Nursing
Jaliah Johnson, MLIS	Adjunct Instructor*	Old Dominion University
Jennifer Martin, MSN, RN	Assistant Professor*	Liberty University
Amanda Nawrot, MSN, RN	Assistant Professor*	Walden University
Andrea Nelson, MSN, RN	Adjunct Instructor*	Old Dominion University
Erin Perrez, MSN, RN	Adjunct Instructor*	Liberty University
Cassandra Rieg, DNP, RN-FN	Professor*	Aspen University
Caitlin Saunders, MSN, RN, CNOR	Assistant Professor*	James Madison University
Kelle Shiflett, MSN, RN	Assistant Professor*	Old Dominion University
Monica Smith, MSN, RN	Adjunct Instructor*	Old Dominion University
Paul Spence, MSN, RN	Adjunct Instructor*	Western Governors University
Suzanne Sutton, MSN, RN	Assistant Professor*	Walden University
Sarah Vito, MSN, RN	Adjunct Instructor*	Old Dominion University

RN-TO-BSN POST-LICENSURE PROGRAM

Linda Aleksa, Ed.D., MSN, RN	Adjunct Instructor*	Virginia Polytechnic Institute
Ruth Cody, DNP, RN-BC	Professor*	Old Dominion University
Sirena Blount-Sears, DNP, RN	Professor*	Old Dominion University
Ramona Hercules, DNP, RN	Professor*	Old Dominion University
Amy Hobbs, MSN, RN	Adjunct Instructor*	Walden University
Jaliah Johnson, MLIS	Adjunct Instructor*	Old Dominion University
Debbie Outlaw, DNP, RN	Adjunct Instructor*	Regent University

Kelle Shiflett, MSN, RN	Adjunct Instructor*	Old Dominion University
Sarah Vito, MSN, RN	Adjunct Instructor*	Old Dominion University
PROFESSIONAL NURSING PROGRAM – AAS		
Karen Aroche Jimenez, MSN, RN	Adjunct Instructor*	Regent University
Jeannie Beaver, MSN, PCCN	Adjunct Instructor*	Western Governors University
Sirena Blount-Sears, DNP, RN	Adjunct Instructor*	Old Dominion University
Linda-Marie Burton, MSN, RN	Assistant Professor*	Walden University
Ruth Cody, DNP, RN-BC	Professor*	Old Dominion University
Mary Dorsey, MSN, RN	Adjunct Instructor*	Old Dominion University
Fabienne Euphrasie, MSN-RN	Assistant Professor	Walden University
Alphenia Greene, MSN, RN	Adjunct Instructor*	Liberty University
Leah Greene, MSN, PCCN, RN	Adjunct Instructor*	Wesley College
Leamoy Griffiths, MSN, RN	Assistant Professor*	Denver College of Nursing
Keeyada Robinson-Harrison, MSN, RN, CMSRN	Assistant Professor*	University of Texas at Arlington
Amy Hobbs, MSN, RN	Adjunct Instructor*	Walden University
Monica Hunter, MSN, RN	Assistant Professor*	Chamberlain College of Nursing
Jennifer Martin, MSN, RN	Assistant Professor*	Liberty University
Allison Mather, BSN, RN, CCRN, SCRN	Adjunct Instructor	Riverside College of Health Sciences
Amanda Nawrot, MSN, RN	Assistant Professor*	Walden University
Andrea Nelson, MSN, RN	Adjunct Instructor*	Old Dominion University
Erin Perez, MSN, RN	Adjunct Instructor*	Liberty University
Cassandra Rieg, DNP, RN-FN	Professor*	Aspen University
Caitlin Saunders, MSN, RN, CNOR	Assistant Professor*	James Madison University
Aston Shelby, BSN, RN	Instructor	Georgia State University
Kelle Shiflett, MSN, RN	Assistant Professor*	Old Dominion University
Monica Smith, MSN, RN	Adjunct Instructor*	Old Dominion University
Paul Spence, MSN, RN	Adjunct Instructor*	Western Governors University
Suzanne Sutton, MSN, RN	Assistant Professor*	Walden University
Sarah Vito, MSN, RN	Adjunct Instructor*	Old Dominion University
PRACTICAL NURSING PROGRAM		
Julia Balus, MSN, RN	Assistant Professor	Aspen University
Samantha Clemons, BSN, RN	Instructor	Old Dominion University
Malia Dimeling, MSN, RN	Adjunct Instructor	University of San Francisco
Gail Rudder Goodridge, BSN, RN	Instructor	Western Governors University
Jo Hadley, MSN, RN	Assistant Professor, Part-time	Kaplan University
Keeyada Harrison, MSN, RN	Adjunct Professor*	University of Texas at Arlington
Jessica Hettche, MSN, RN	Assistant Professor	University of Texas at Arlington
Connie Milbourne-Hargrave, MSN, RNC	Assistant Professor	Walden University
Shauna Pereira-Lozano, MSN, RN	Assistant Professor	Capella University
Heather Perry, MSN, RNC-OB	Adjunct Instructor	Chamberlain University
Antigone Robinson, BSN	Adjunct Instructor, Lab/Clinical	Strayer University
Ruth Turman, BSN	Instructor	Regis University

NURSE AIDE PROGRAM		
Jennifer Basak, MCH, RN	Instructor – Part Time	Old Dominion University
Lauren Greene, MSN-Ed, RN	Assistant Professor	University of Phoenix
CARDIOVASCULAR TECHNOLOGY PROGRAM		
Lenora Figueroa, BS, RCS, RCCS	Adjunct Instructor	Kaplan University
Jasmine Moats, MBA, RVT, RDCS	Assistant Professor/Clinical Coordinator	Purdue Global University
Dahlia Norman, BS, RDCS, ACS	Instructor/Clinical Coordinator	Oregon Institute of Technology
PHYSICAL THERAPIST ASSISTANT PROGRAM		
Heather Cole, MSOL, BSPTA, LPTA	Assistant Professor	Pima Medical Institute
Jim Koske, PT	Assistant Professor	Old Dominion University
Audrey Turner, BS, LPTA	Instructor	Old Dominion University
RADIOLOGIC TECHNOLOGY PROGRAM		
Miranda Calvert, BA, RT(R)(CT)	Instructor	La Roche University
Michelle Johnson, BSRS, RT(R)	Instructor	PIMA Medical Institute
Crystal Mckenney, EdD, RT(R)(BD)(CT)	Professor /Clinical Coordinator	Liberty University
Julie Smith, BS, RT(R)	Instructor	Mercy College of Ohio
RESPIRATORY CARE PROGRAM		
Cassandra Solander, BSRT, RRT, RRT-NPS	Clinical Coordinator / Assistant Professor	Jefferson College of Health Sciences
Christina Starr, MBA, RRT-NPS, RRT-ACCS	Assistant Professor	Western Governors University
Trisha Locklin, MPH, RRT, RRT-NPS	Adjunct Instructor	Liberty University
SURGICAL TECHNOLOGY PROGRAM		
Jennifer Brandt-Gloria, MPH, CST	Assistant Professor/Clinical Coordinator	Eastern Virginia Medical School
Lindsey Lehman, BS, CST	Instructor – Part Time	Virginia Polytechnic Institute & State University
Sabrina Stewart, AAS, CST	Adjunct Instructor	Riverside College of Health Sciences

STAFF

Lori Arnder	Manager, Registrar & Enrollment	
Latashia Badgett, MSHS	Library Assistant – Labor Pool	Radford University
Sandra Bell, MEd	Student Engagement Coordinator	Strayer University
Carol Brown, AAS	Financial Aid Coordinator	Mississippi Gulf Coast Community College
Farrah Daniels, BS	Bursar	Old Dominion University
Angela Dryden, DNP, RN	Academic Assessment & Accreditation Coordinator – Nursing	Old Dominion University
Diane Eastman, BS	Administrative Assistant I	Ball State University
Dana Frazier, BS	Media Technician – Part Time	Old Dominion University

Douglas Gardner, BA	Financial Aid Manager	Christopher Newport University
Charis Hutton, MBA	Student Recruitment & Digital Marketing Specialist	Christopher Newport University
Jaliah Johnson, MLIS	Library Technician	Old Dominion University
Jayme Johnson, MSN, RN	Simulation Lab Coordinator	Capella University
Michelle Lemmert, AAS	Administrative Assistant I	Median School of Allied Health
Terri Lore, MA	Office Manager	Liberty University
Wilma Maxwell	Academic Database Warehouse Specialist	
Cassandra Moore, MLS	Library Services Manager	North Carolina Central University
Dawn Outlaw	Admissions Coordinator I	
Catrina Richardson, BS	Admissions Coordinator I	Christopher Newport University
Cornell Thomas	Campus Facilities & Safety Coordinator	
Travis Thomas, BS	Admissions Coordinator II	VCU
Kelly Smith, BS	Associate Registrar	ECPI
Robin Tucker, MSCS, BSIS	Academic Technology Coordinator	Liberty University
Liz Williams, BSBAHC, AAS	Admissions Manager	Western Governors University
Melissa Wilson, MEdHE/L, CMA	Academic Assessment & Accreditation Coordinator – Allied Health	Liberty University

RIVERSIDE SPONSORING BOARD

Information current at date of document publication. Updated information available on the College's website at www.riverside.edu. Riverside College of Health Sciences (RCHS) is organized under Riverside Regional Medical Center (RRMC). The College President reports directly to the RRMC Administrator and the VP of Academic & Graduate Medical Education for Riverside Health (RH). The names and titles of RRMC board members are provided below.

G. Royden Goodson, III – *Chairman*	*Non-Voting Members:*
Wanda Austin – *Member*	W. William (Bill) Austin, Jr. – *Executive VP & CFO, RH*
Dr. Theo Cramer – *Member*	Jason O. Houser – *General Counsel, Secretary, RH*
Monilla Dent, MD – *Member*	Frankye T. Myers, *EVP & CNE, RH*
Dawn Hunt, MD – *Member*	Mike Oshiki, MD – *Attendee, President RRMC*
Nicole Guajardo – *Member*	Sadie Thurman – *Attendee, VP & CNO, RRMC*
Charles Gary Minter – *Member*	John Peterman – *Attendee, VP, COO, RRMC*
Matt Mulherin, Jr. – *Member*	Thomas Taghon, MD, *Attendee, VP, CMO, RRMC*
Lynn Taylor – *Member*	Jessica Macalino, *Attendee, President, RSH*
Adelia Thompson – *Member*	Beth Klug, MD – *Attendee, VP, Medical Staff, RH*
Joe Verser – *Member*	Michael Deamer, *Attendee, Finance Director*
Charvalla West – *Member*	Jack Field, *Attendee, President, RBHC*
Michael J. Dacey, MD, *President & CEO, RH*	
Dr. Scott Burgess, Medical Staff President	
Dr. Thomas Kayrouz, EVP/CCOO Mgmt. Services	*(updated 7.1.2026)*

Powers, Duties, and Responsibilities

GOVERNING BOARD OF THE COLLEGE

Riverside College of Health Sciences is organized under Riverside Hospital, Inc. doing business as Riverside Regional Medical Center (RRMC). Riverside Regional Medical Center is a private, not-for-profit health care agency accredited by DNV-GL Healthcare and is a subsidiary of Riverside Healthcare Association, Inc. doing business as Riverside Health. Riverside has facilities to care for medical, surgical, obstetrical, psychiatric, emergency, and geriatric patients.

Riverside Regional Medical Center is governed by a local, voluntary Board of Directors. The responsibility and authority for the management of the College is vested in RRMC's Board of Directors. Riverside's corporate bylaws and articles of incorporation outline the duties and powers of the Board of Directors. The bylaws and articles of incorporation are filed with the State Corporation Commission and thereby are available for public review.

CHIEF OPERATING OFFICER OF THE COLLEGE

Robin M. Nelhuebel, PhD, MSN, MEd, RN, RT(R) is the College President. The College President provides primary administrative leadership, direction, and evaluation for all academic activities and staff and faculty affairs of the College. Duties include strategic planning, situational leadership, goals and objectives formulation and accomplishment, financial management, operations management, and human resource management. The College President is responsible for ongoing evaluation of college programs in order to support the workforce needs of Riverside Health and the greater community.

Course Descriptions

GENEVA/PORTAGE ONLINE GENERAL EDUCATION COURSES

BIOL 103 MEDICAL TERMINOLOGY (3.0 CR): A systematic approach to learning the language required to practice in a medically related field. The course will provide the ability to identify, build and recognize terminology used to describe the human body as well as representative pathological processes, procedures, conditions and diseases that may affect it.

BIOL 121 NUTRITION (3.0 CR): This course will provide the student with the fundamentals of nutrition, both in theory and application. The digestion, absorption, metabolism, and functional importance of nutrients are emphasized. Basic principles of applied nutrition such as energy balance, weight control, and the role of nutrition from birth to death are discussed. The mechanisms and onset of disease states as a result of insufficient nutritional intake are examined. Case studies encourage students to apply the information and prepare them for healthy living. Upon course completion, students will be able to apply nutrition principles to their own lives and be able to make informed nutrition choices.

BIOL 251 HUMAN ANATOMY & PHYSIOLOGY I w/LAB (4.0 CR): A systematic integration of the structure and function of the cells, tissues, organs and systems of the human body. The systems discussed are the respiratory system, digestive system, skeletal system, axial and appendicular musculature, endocrine system, and the integumentary system. This course also includes an overview of basic anatomical terminology, cell composition, and a discussion of the cellular membrane. Modules include discussions of anatomy and physiology of the individual systems as well as common pathology and treatments associated with each. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

BIOL 252 HUMAN ANATOMY & PHYSIOLOGY II w/LAB (4.0 CR): A continued systematic discussion of the anatomical and physiological systems within the human body. The systems discussed are the nervous system and the special senses, circulatory system, reproductive system including discussions of mitosis/meiosis and heredity, and the urinary system with a discussion of fluid and electrolyte balance. Modules cover the common pathology and treatments associated with each of the systems outlined above. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced instructor.

BIOL 271 MICROBIOLOGY w/LAB (4.0 CR): A systematic examination of the microbial world, with an emphasis on pathogens. Topics covered include morphology, physiology, and genetics as well as the metabolic and enzymatic reactions associated. Strategic techniques for the growth, isolation and visualization of microbes are included as are microscopic and diagnostic methods. The causative agents and treatment strategies of various pathogens are emphasized. Viral composition, replication and the associated disease states are also covered in detail. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced microbiologist.

CHEM 103 GENERAL CHEMISTRY w/LAB (4.0 CR): This course comprehensively covers foundational concepts essential to understanding chemistry, emphasizing measurement and problem-solving through dimensional analysis. It covers matter's phases, atomic theory including atomic structure and symbolism, and the Bohr model. Quantum theory is explored with electron configurations and periodic variations in elemental properties, tracing the historical development of the periodic table. Ionic and molecular compounds are introduced, along with bonding principles and chemical nomenclature. Students learn Lewis symbols, molecular geometry, and properties such as polarity. The course details chemical formulas, the mole concept, and solution concentrations, emphasizing practical applications. It covers chemical equations, precipitation, acid-base reactions, and oxidation-reduction reactions, as well as gas laws,

stoichiometry, and the Kinetic-Molecular Theory. Energy concepts like calorimetry and enthalpy are explored alongside ionic and covalent bond characteristics. The properties of liquids, solids, and colloids are comprehensively examined, including intermolecular forces and phase transitions. The laboratory component of this course is delivered using virtual labs and interactive simulations with detailed instruction and demonstrations from an experienced chemist.

COMM 180 FOUNDATIONS OF PUBLIC SPEAKING (3.0 CR): Foundations of Public Speaking is designed to help students develop effective presentation skills through an understanding of both communication theory and practice. Throughout this course, students will explore such topics as: ethics and public speaking, the power of language, credibility, speaker confidence, how to adapt a presentation for different occasions, purposes, and audience, speech design and organization, research, and methods of delivery. Civility, ethical speech making, and audience centered communication are the foundations of this course.

ENGL 101 ENGLISH COMPOSITION I (3.0 CR): The ability to write well is a key contributor in achieving a high degree of success in academic, business, and medical fields. To be able to effectively communicate one's ideas through a logical and methodical writing process is a necessary skill in today's competitive world. Essentials of English Composition I (ENGL 101) will help you, the student, to generate effective compositions using various modes of writing. The course will focus on developing your ability to utilize critical thinking, organize your thoughts, and clearly express those thoughts in standard, written English.

ENGL 102 ENGLISH COMPOSITION II (3.0 CR): English Composition 102 enhances the writing practices and skills acquired in English Composition 101. You will read a wide variety of texts and engage in writing activities that promote critical thinking, literary analysis, and the ability to create argumentative essays that establish a position supported by evidence.

HUMN 160 GLOBAL RELIGION & CULTURE (3.0 CR): This course examines the intersection of religion, culture and globalization, particularly as they are manifested in the workplace (incl. for healthcare providers). It opens with a model of culture and the diversity of life-features that constitute culture, then presents central tenets and historical origins of the major religions present in the world today and how religious adherence manifests itself in different societies. It aims to help students understand essential doctrines and practices of the world's major religions and how the cultural contexts in which these religions have arisen (and are present today) need to be considered as increasing rates of interaction due to the intense globalization are affecting today's world. This course will specifically help students in health-related fields to be aware of, and considerate toward, the diverse beliefs and religious and cultural differences they can expect to encounter when providing medical care to patients. It will prompt them to reflect on their self-awareness and understanding, as well as to consider others with respect to the diversity of faiths and cultural practices that are present today in North America.

MATH 101 COLLEGE ALGEBRA (3.0 CR): A review of the basic principles of algebra and their applications, including unit conversions, solving equations, solving systems of equations, evaluating functions, graphing, and word problems. This is followed by an introduction to intermediate and advanced subjects including polynomials, factoring, conic sections, exponential functions, and logarithmic functions.

PHIL 120 INTRODUCTION TO ETHICS (BIOMEDICAL) (3.0 CR): The goal of the course is to help students understand the principles of classical theoretical philosophical ethics with case studies designed to develop ways of understanding themselves and becoming enabled to apply those outlooks to the care they expect to give in a medical context as health professionals.

PHYS 165 PHYSICS (3.0 CR): A single-semester, comprehensive exploration of the fundamental laws, theories, and mathematical concepts as they relate to a college-level survey of physics. Course content includes classical mechanics, electricity and magnetism, and modern physics. Specific topics include, some basics of science, kinematics, dynamics, energy, momentum, waves, electricity, magnetism, quantum

mechanics and relativity. While there is no lab component to this course, students will be expected to learn the material on a conceptual level as well as solve mathematic problems using algebra-based physics equations.

PSYC 101 GENERAL PSYCHOLOGY (3.0 CR): An introduction to the scientific study of behavior and a systematic presentation of its basic concepts and methods.

PSYC 140 DEVELOPMENTAL (LIFESPAN) PSYCHOLOGY (3.0 CR): PSYC 140 studies human growth and development across the lifespan. From conception to death, physical, cognitive, and socioemotional development is examined. Key developmental theorists and theories are integrated throughout the course as well as developmental milestones across the lifespan. Research methods in developmental psychology are addressed explicitly and are also addressed alongside each major research study and theory discussed. This course includes discussion on current issues such as child obesity, younger menarche, and adults caring for children and parents. Thus, this course addresses classic developmental theories and research as well as provides an overview of current developmental topics across the lifespan.

SOCI 180 INTRODUCTION TO SOCIOLOGY (3.0 CR): The primary purpose of this course is to introduce you to a way of seeing yourself, others, and the world. You will become more discerning of the complexities of social living while simultaneously understanding social life more fully.

RCHS GENERAL EDUCATION COURSES

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

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

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

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

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

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

PROFESSIONAL NURSING PROGRAM -- BSN

NSG 342 NURSING THEORY IN PRACTICE (3.0 CR): This distance theory course will focus on the theories in nursing as an introduction to reasoning within professional nursing practice. This course provides an overview of theories and nursing theorists, as well as a method for critiquing theory. This course will provide students with a foundation for professional nursing practice and research.

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

NSG 443 EVIDENCE-BASED PRACTICE & NURSING RESEARCH (3.0 CR): This distance theory course will explore evidence-based nursing practice and how it is processed and appraised. The research process will also be explored. Students will focus on accessing and analyzing current nursing research literature to enable the professional nurse to apply research to current practice issues.

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

NUR 211 FOUNDATIONS OF NURSING PRACTICE (7.0 CR): This theory, lab, and clinical course facilitates the acquisition of psychomotor nursing skills to meet individual human health needs. Students practice skills in the nursing lab and apply them to the care of patients in multidimensional settings, using beginning clinical problem-solving skills.

NUR 231 NURSING ASSESSMENT & CLINICAL JUDGEMENT (3.0 CR): This theory, lab, and clinical course focuses on the holistic assessment of individuals through the lifespan. Course content includes physical, psychosocial, developmental, sexual, and family assessment. Students learn interviewing and physical examination techniques to obtain complete subjective and objective client data. Age-specific modifications in approach and examination techniques are presented together with anticipated normal findings and commonly identified deviations for each age group.

NUR 241 DIMENSIONAL ANALYSIS & DOSAGE CALCULATION (1.0 CR): This theory course facilitates the acquisition of psychomotor nursing skills to meet individual basic principles of pharmacology to facilitate student acquisition of evidence-based knowledge for accurate drug administration.

NUR 255 ADULT HEALTH NURSING I (7.0 CR): This blended theory, lab, and clinical course introduces evidence-based principles of care for adult patients and families experiencing basic medical-surgical and oncologic health problems. Care of patients, based on nursing knowledge, judgment, skill, and professional values within a legal/ethical framework, is presented.

NUR 313 CONCEPTS & PRACTICE IN GERONTOLOGICAL NURSING (2 CR): This blended theory and clinical course focuses on issues and trends affecting the aging population. The emphasis on health promotion and wellness is intended to promote understanding of the changing needs of older adults. Topics include age-related changes, as well as relevant social, economic, ethical, political, psychological, and nursing issues affecting the elderly.

NUR 323 CONCEPTS & PRACTICE IN PSYCHIATRIC & MENTAL HEALTH NURSING (4 CR): This theory and clinical course focuses on the role of the nurse in evidence-based care of mental health and psychiatric patients. Principles of psychopathology, therapeutic relationships, psychopharmacology, and therapeutic milieu management will be applied.

NUR 333 CONCEPTS & PRACTICE IN PEDIATRIC NURSING (4.0 CR): This theory and clinical course focuses on evidence-based nursing care of children from the neonatal period through adolescence. Emphasis is on developmental considerations, family-centered care, health promotion and maintenance, and the teaching needs of children and parents.

NUR 343 CONCEPTS & PRACTICE IN MATERNAL-NEWBORN NURSING (4.0 CR): This theory and clinical course introduces important concepts of health care for women during preconception through normal and high-risk pregnancy and delivery, including reproduction, sexuality, sexually transmitted diseases/infections, conception, ante-partum, intra-partum, and post-partum nursing care. Care of the newborn is studied, beginning with fetal development and continuing through the newborn transition to extrauterine life. Principles of evidence-based nursing are applied to maternal and newborn care.

NUR 355 ADULT HEALTH NURSING III (7.0 CR): This blended theory, lab, and clinical course integrates the knowledge and skills required for the evidence-based care of adult patients and families experiencing complex and catastrophic medical-surgical problems. Students practice skills in the nursing lab and apply them to the care of patients in advanced medical-surgical care settings, using intermediate and advanced clinical problem-solving skills. Students will expand their use of nursing concepts and principles to provide safe and effective patient care.

NUR 455 ADULT HEALTH NURSING III (7.0 CR): This blended theory, lab, and clinical course focuses on evidence-based care of adult patients and families experiencing crisis and long-term acute care illness. Nursing care needs specific to patients with advanced medical-surgical health problems will be examined. Students will apply principles of leadership and management to provide safe and accountable nursing care.

NUR 464 PRINCIPLES OF PROFESSIONAL DEVELOPMENT (2.0 CR): This blended theory course focuses on professional development skills using decision making, problem solving, and critical thinking**.** Emphasis is placed on the importance of professional growth. Topics include the role of the professional nurse in the multidisciplinary healthcare team, professional organizations, continuing education, delegating authority, resume writing, and job interviewing.

NUR 499 PROFESSIONAL NURSING CAPSTONE (5.0): This blended theory and clinical course focuses on leadership and management skills using decision making, problem solving, and critical thinking. Preceptor-guided clinical experiences provide opportunities for students to increase self-confidence and develop the skills necessary for making independent decisions in nursing practice. Emphasis is placed on management, safety, quality improvement, and preceptorship to foster independence and enhance success.

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

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

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

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

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

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

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

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

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

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

RN-TO-BSN NURSING PROGRAM

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

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

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

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

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

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

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

NSG 464 EDUCATION FOR HEALTH PROMOTION (CAPSTONE) (5.0 CR): This distance theory capstone course focuses on the role of nurse as health educator. Using a scientific and an educational theoretical framework, the student will design and implement an evidence-based teaching plan for a

vulnerable population in the community setting. The nursing process will be applied with the goal of promoting and preserving the health of populations. This course will include a practicum experience focusing on teaching health promotion in the community. *Prerequisites: NSG 454 Nursing Leadership & Management.*

HEALTH SCIENCES PROGRAM -- AS

GEN 201 HEALTH SCIENCES PRACTICUM I (3 CR): This blended theory and practicum course provides experiential learning opportunities focused on simulation-based practice and interprofessional communication. Emphasis is placed on effective communication, teamwork, professionalism, safety, and clinical judgment within the student's scope of practice.

GEN 202 HEALTH SCIENCES PRACTICUM II (3 CR): This blended theory and practicum course provides experiential learning opportunities focused on leadership and management within healthcare and the responsibilities of those positions. An emphasis will be placed on leadership challenges, human and financial resource management, professional development, and effective leadership.

PRACTICAL NURSING PROGRAM -- DIPLOMA

PN 101C CLINICAL PRACTICUM I (2 Credits): This clinical course provides students with the opportunity to apply the basic knowledge and skills learned in Level 1. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients in a variety of settings (includes 7.5 hours of simulation).

PN 111 MEDICAL TERMINOLOGY (1 Credit): This distance theory course provides students with an introduction to the language of healthcare, including analysis of the basic components of medical terms and medical records using symbols, prefixes, suffixes, and combining forms.

PN 121 NURSING FUNDAMENTALS (5 Credits): This theory and laboratory course includes concepts and principles of basic nursing skills and facilitates the development of psychomotor nursing skill competency to meet the individual needs of patients. Basic math skills and principles of pharmacology are included to prepare students for safe administration of medications. Students use beginning clinical problem solving to practice skills in the nursing lab and apply them for the care of patients in a variety of settings.

PN 131 HEALTH ASSESSMENT (1.5 Credits): This theory and laboratory course focuses on holistic assessment of individuals throughout the lifespan. Students learn interviewing skills and physical examination techniques to obtain subjective and objective client data. Age-specific modifications in approach and examination techniques are presented, together with anticipated normal findings and commonly identified deviations for each age group.

PN 141 NURSING CONCEPTS (2 Credits): This blended theory course introduces students to basic nursing concepts designed to meet individual human health needs. Students learn principles of critical thinking, therapeutic communication, nursing process, growth and development, teaching and learning, legal and ethical issues. Knowledge and application of these evidence-based principles facilitate the beginning student's ability to provide safe, effective, holistic nursing care.

PN 151 BODY STRUCTURE AND FUNCTION (3 Credits): This theory course provides an opportunity for the preclinical level student to gain an understanding of the normal structure and function of the human body. The course proceeds from simple to complex anatomy and physiology of each body system and incorporates the relationships among organ systems. The course incorporates wellness practices.

PN 161 BASIC NUTRITION FOR NURSING (1 Credit): This distance theory course is designed to provide the beginning student with knowledge of the fundamentals of nutrition. Topics will include digestion and absorption of carbohydrates, fats, proteins, vitamins and minerals.

PN 102C CLINICAL PRACTICUM II (3 Credits): This clinical course provides students with the opportunity to apply the intermediate knowledge and skills learned in Levels 1 and 2. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings (includes 15 hours of simulation).

PN 122 ADULT HEALTH NURSING I (4.5 Credits): This theory course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult clients with alterations of the gastrointestinal, urinary, hematologic, lymphatic, integumentary, musculoskeletal, reproductive systems, as well as surgical, oncology, and terminally ill patients.

PN 172 MATERNAL-CHILD NURSING (4.5 Credit Hours): This theory course introduces students to principles of obstetric and pediatric nursing. Normal pregnancy and childbirth, and complications of pregnancy and childbirth are examined. Principles of nursing care for the management of term, pre-term, and post-term newborns are included. Multicultural, community, and wellness concerns for the care of mothers and infants from conception to post-delivery are addressed. Nursing care of children includes principles of growth and development from birth through adolescence. Common pediatric disorders and illnesses are taught according to body systems. Health promotion is emphasized by providing education and anticipatory guidance for the patient, family, and significant others.

PN 182 MENTAL HEALTH/PSYCHIATRIC NURSING (1.5 Credits): This theory course provides an opportunity for students to gain knowledge of the concepts underlying the nursing care of clients with mental illness. Basic theories of mental health, mental illness, substance abuse, current methods of treatment, and the potential for restoration to optimal wellness are discussed.

PN 123 ADULT HEALTH NURSING II (4 Credits): This theory course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult patients with alterations of the cardiovascular, neurological, sensory, respiratory, and endocrine systems.

PN 103C CLINICAL PRACTICUM III (3 Credits): This clinical course provides students with the opportunity to apply the complex knowledge and skills learned in Levels 1, 2, and 3. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings (includes 15 hours of simulation).

PN 200 CAPSTONE (4 Credits): This blended theory and clinical course is designed to prepare students for entry-level practice. Evidence-based knowledge and skills essential for successful transition to the realities of today's workplace are included. Emphasis is placed on principles of leadership, professionalism, conflict resolution, clinical decision making, mentoring and coaching, employment skills, professional practice issues, and critical thinking skills. A precepted clinical experience provides students with the opportunity to begin the transition from student to graduate. The NCLEX-PN component of this course provides an opportunity for graduating students to gain practical experience and preparation for successful completion of the National Council Licensure Examination for Practical Nursing (NCLEX-PN).

NURSE AIDE PROGRAM – CERTIFICATE

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

CARDIOVASCULAR TECHNOLOGY -- AS

Adult Cardiac Echocardiography

CVT 311 Introduction to Cardiovascular Technology (2.0 CR): This distance theory course will introduce the student to the careers in Cardiovascular Technology. Topics covered will include basic cardiovascular anatomy, basic exam techniques, patient positioning, and proper ergonomic practices. The student will be introduced to the process of registry exams, professional societies, lab accreditation and the importance of continuing medical education (CME). Instruction in professionalism and employment opportunities will be discussed. An orientation to the clinical environment will be provided. Fire safety and campus security will be discussed.

CVT 112 Patient Care (3.0 CR): This theory course provides students with comprehensive knowledge and practical skills necessary for effective patient care in the sonography field. Topics include patient communication, safety protocols, infection control, patient positioning, and preparation for various sonographic procedures. Students will learn to manage diverse patient populations, address their physical and emotional needs, and adhere to ethical and professional standards in healthcare. This course also covers emergency procedures, patient consent, and the role of the sonographer in a multidisciplinary healthcare team. This course is taught in conjunction with CVT 112L.

CVT 112L Patient Care Laboratory (1.0 CR): This skills laboratory course offers hands-on experience in patient care specific to the sonography setting. Students will practice essential skills such as patient positioning, preparation for sonographic procedures, infection control, and implementing safety protocols. Through supervised practice, students will develop their ability to manage patient interactions, respond to patient needs, and collaborate with healthcare team members. The course focuses on applying theoretical knowledge learned in CVT 112.

CVT 341 Acoustic or Ultrasound Physics (4.0 CR): This theory course explores the theory of ultrasound physics. The acoustic variables and acoustic parameters of sound waves, sound wave propagation, resolution and attenuation will be introduced. The bioeffects of ultrasound will be discussed. Ultrasound imaging and instrumentation to include various transducers, pre- and post-processing images will be reviewed. Other topics presented are hemodynamics and principles of Doppler.

ECH 331 Echocardiography Technology I (5.0 CR): This theory course introduces the fundamental principles of echocardiography and is designed to give the student a thorough look at the anatomy, physiology, and hemodynamics of the human heart. Students will learn the basics of transthoracic echocardiography, imaging planes, and standard scanning protocols. Topics covered will include cardiac anatomy and physiology, the cardiac cycle, electrophysiology, hemodynamics, chamber quantification, ventricular systolic function, coronary arteries and their distribution. Coronary artery disease, valvular heart disease, and prosthetic valves are included in this semester. This course is taught in conjunction with ECH 331L.

ECH 331L Echocardiography Technology I Lab (3.0 CR): This skills laboratory course is a complement to ECH 331 Echocardiography Technology I. In this course students will learn the practice of echocardiography. Students will study proper patient positioning, ergonomics, ultrasound cart instrumentation, and how to perform the complete basic 2D echocardiogram to include M-mode, color/spectral Doppler and routine measurements.

ECH 332 Echocardiography Technology II (2.0 CR): This theory course builds upon foundational echocardiography concepts learned in Echocardiography Technology I. Heart failure, systemic and pulmonary hypertension will be discussed. Students will learn cardiomyopathy and other diseases of the myocardium. - mentioned in 333] Cardiac pharmacology will be discussed as well as ultrasound enhancing agents and saline contrast. Dissection of a porcine heart will be explored.

ECH 333 Echocardiography Technology III (3.0 CR): This theory course will explore an in-depth review of the pathophysiology of heart disease and the role of ultrasound diagnosis and treatment. Pericardial disease, diastology, cardiac transplant, cardiac tumors and masses, cardiac effects of systemic diseases, diseases of the aorta will be presented. Embryology and simple and complex congenital heart disease and the related surgeries will be covered. The student will learn about additional imagining techniques such as transesophageal and 3D echocardiography, strain, ventricular assist devices (VAD), cardiac transplant, and cardiac resynchronization therapy (CRT). This course is taught in conjunction with ECH 333L.

ECH 333L Echocardiography Technology III Lab (1.0 CR): This skills laboratory course is designed to complement ECH 333 Echocardiography Technology III. The student will continue to increase proficiency in performing echocardiograms by mastering image optimization, the speed of their exams, and accuracy of measurements in the laboratory setting. More complex measurements and techniques to include diastolic evaluation, use of a Pedoff probe, and stress echo will be introduced.

ECH 302C Echocardiography Clinical I (4.0 CR): This clinical course will allow the student to demonstrate their knowledge and put their skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple echocardiography laboratories that are affiliated with the college. Successful completion of Clinical Experience I includes adherence to attendance policies, evaluations, and paperwork submission. Progressive clinical competencies include individual views culminating in a basic complete 2D echocardiogram.

ECH 303C Echocardiography Clinical II (8.0 CR): This intermediate-level clinical course expands upon foundational echocardiography skills, allowing students to enhance their proficiency in performing comprehensive echocardiographic examinations with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple echocardiography laboratories that are affiliated with the college. Successful completion of Clinical Experience II includes adherence to attendance policies, evaluations, and paperwork submission. Progressive clinical competencies include incorporating Doppler measurements.

ECH 304C Echocardiography Clinical III (10.5 CR): This clinical course will allow the student to demonstrate their knowledge and put their skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple echocardiography laboratories that are affiliated with the college. Successful completion of Clinical Experience III includes adherence to attendance policies, evaluations, and paperwork submission. Students will enhance their proficiency in performing comprehensive echocardiographic examinations, including advanced imaging techniques such as stress, strain, and transesophageal echocardiography.

ECH 341 Image Analysis and Report Writing (1.0 CR): This theory course is designed to develop the skills necessary for analyzing echocardiographic images and creating accurate, detailed diagnostic reports. Emphasis is placed on the interpretation of cardiac anatomy, function, and pathology through echocardiographic imaging. Students will learn to correlate clinical data with image findings to support diagnostic conclusions. The course focuses on the development of clear, structured report writing using

appropriate terminology and adhering to professional standards. Through case studies and practical exercises, students will refine skills in echocardiographic interpretation and effective communication of diagnostic information.

ECH 399 CAPSTONE (2.0 CR): This capstone course is designed to prepare the student for successfully passing the national exam with the American Registry for Diagnostic Medical Sonographers (ARDMS) through review and a final exam. The student will present a clinical case study. The student will also prepare to enter the workforce by refining their résumé and practicing interviewing techniques.

Non-invasive Vascular Sonography

CVT 311 Introduction to Cardiovascular Technology (2.0 CR): This distance theory course will introduce the student to the careers in Cardiovascular Technology. Topics covered will include basic cardiovascular anatomy, basic exam techniques, patient positioning, and proper ergonomic practices. The student will be introduced to the process of registry exams, professional societies, lab accreditation and the importance of continuing medical education (CME). Instruction in professionalism and employment opportunities will be discussed. An orientation to the clinical environment will be provided. Fire safety and campus security will be discussed.

CVT 112 Patient Care (3.0 CR): This theory course provides students with comprehensive knowledge and practical skills necessary for effective patient care in the sonography field. Topics include patient communication, safety protocols, infection control, patient positioning, and preparation for various sonographic procedures. Students will learn to manage diverse patient populations, address their physical and emotional needs, and adhere to ethical and professional standards in healthcare. This course also covers emergency procedures, patient consent, and the role of the sonographer in a multidisciplinary healthcare team. This course is taught in conjunction with CVT 112L.

CVT 112L Patient Care Laboratory (1.0 CR): This skills laboratory course offers hands-on experience in patient care specific to the sonography setting. Students will practice essential skills such as patient positioning, preparation for sonographic procedures, infection control, and implementing safety protocols. Through supervised practice, students will develop their ability to manage patient interactions, respond to patient needs, and collaborate with healthcare team members. The course focuses on applying theoretical knowledge learned in CVT 112.

CVT 341 Acoustic or Ultrasound Physics (4.0 CR): This theory course explores the theory of ultrasound physics. The acoustic variables and acoustic parameters of sound waves, sound wave propagation, resolution and attenuation will be introduced. The bioeffects of ultrasound will be discussed. Ultrasound imaging and instrumentation to include various transducers, pre- and post-processing images will be reviewed. Other topics presented are hemodynamics and principles of Doppler.

VAS 331 Vascular Technology I (5.0 CR): This laboratory course is a complement to VAS 331 Vascular Technology I. In this course students will learn the practice of non-invasive vascular sonography as it applies to lower arterial physiological and carotid duplex exams. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Students will study proper patient positioning, ergonomics, ultrasound cart instrumentation, plethysmography, and how to perform the complete basic 2D ultrasound to include color/spectral Doppler and routine measurements.

VAS 331 Vascular Technology I Lab (3.0 CR): This laboratory course is a complement to VAS 331 Vascular Technology I. In this course students will learn the practice of non-invasive vascular sonography as it applies to lower arterial physiological and carotid duplex exams. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Students will study proper patient positioning, ergonomics, ultrasound cart instrumentation, plethysmography, and how to perform the complete basic 2D ultrasound to include color/spectral Doppler and routine measurements.

VAS 332 Vascular Technology II (2.0 CR): This theory course builds upon foundational non-invasive vascular sonography skills learned in Vascular Technology I. The student will be introduced to the intracranial cerebrovascular system and venous anatomy of the upper and lower extremities. Topics include sonographic appearance, clinical assessment, evaluation protocols, technical factors, and image quality. The student will also be introduced to vein mapping and venous reflux assessment. This course is taught in conjunction with VAS 332L.

VAS 332 Vascular Technology II Lab (1.0 CR): This laboratory course is a complement to VAS 332 Vascular Technology II. In this course students will learn the practice of non-invasive vascular sonography to include upper and lower extremity venous duplex exams. Students will refine their scanning skills through structured demonstrations and supervised practice on live scan models. Students will advance their understanding of vascular ultrasound techniques while developing proficiency in performing comprehensive vascular ultrasound exams.

VAS 333 Vascular Technology III (3.0 CR): This theory course expands upon the fundamentals of non-invasive vascular sonography including duplex ultrasound procedures used to assess normal and abnormal vasculature in the abdomen and arterial anatomy of the upper and lower extremities. Topics include sonographic appearance, clinical assessment, evaluation protocols, technical factors, and image quality. The student will also be introduced to vein mapping, venous reflux, and hemodialysis assessment. The student will also be introduced to other imaging procedures, test validation, and statistics. This course is taught in conjunction with VAS 333L.

VAS 333 Vascular Technology III Lab (1.0 CR): This skills laboratory course is a complement to Vascular Technology III. The student will continue to increase proficiency in performing vascular exams in the laboratory setting. Students will be introduced to the practice of non-invasive vascular ultrasound exams of the abdominal vasculature. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Laboratory experience will include the use of real-time sonography utilizing color/spectral Doppler to evaluate and record the hemodynamics of flow and perform routine measurements.

VAS 341 Image Analysis and Report Writing (1.0 CR): This theory course focuses on the critical thinking skills of analyzing non-invasive vascular sonographic images and composing accurate, comprehensive diagnostic reports. Students will learn to evaluate vascular structures, identify pathological conditions, and correlate clinical findings with sonographic data. Emphasis is placed on the development of clear and concise report writing, adhering to professional standards and terminology. Through case studies and practical exercises, students will refine their ability to interpret complex vascular images and communicate findings to healthcare providers.

VAS 302C Vascular Clinical I (4.0 CR): This clinical course will allow the student to demonstrate their knowledge and put their skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience I includes adherence to attendance policies, evaluations, and paperwork submission. The diagnostic proficiencies learned in the classroom and practiced during the first-semester lab sessions will be applied to situations in the hospital and clinic setting.

VAS 303C Vascular Clinical II (8.0 CR): This intermediate-level clinical course expands upon foundational non-invasive vascular sonography skills allowing the student to integrate their knowledge and skill into practice in the clinical setting the supervision and guidance of a clinical preceptor. The student will play an active role as part of the healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience II includes adherence to attendance policies, evaluations, and paperwork submission. The diagnostic proficiencies learned in the classroom and practiced during the first and second-semester lab sessions will be applied to situations in the hospital and clinic setting.

VAS 304C Vascular Clinical III (10.5): This clinical course will allow the student to integrate their knowledge and skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will play an active role as part of the healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience III includes adherence to attendance policies, evaluations, and paperwork submission. The diagnostic proficiencies learned in the classroom and practiced during the second and third-semester lab sessions will be applied to situations in the hospital and clinic setting. Students will enhance their proficiency in performing vascular sonographic examinations and complete preliminary reports.

VAS 399 CAPSTONE (2.0 CR): This capstone course is designed to prepare the student for successfully passing the national exam with the American Registry for Diagnostic Medical Sonographers (ARDMS) through review and a mock exam. The student will present a clinical case study. The student will also prepare to enter the workforce by refining their résumé and practicing interviewing techniques.

PHYSICAL THERAPIST ASSISTANT PROGRAM -- AAS

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

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

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

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

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

interpersonal skills, as well as the documentation of physical therapy skills and procedures being utilized in patient care.

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

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

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

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

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

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

PTA 334 MUSCULOSKELETAL PT (3.0 CR): This theory course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for musculoskeletal conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of musculoskeletal diseases. This course includes other system involvements related to musculoskeletal dysfunctions. Methods of assessment and intervention techniques including therapeutic exercise, functional training, prosthetics, orthotics, and other interventions are correlated with specific musculoskeletal conditions. This course provides specific concepts of musculoskeletal patient care and assessment including consideration for the physical and psychological needs of the patient and family. Using scientific and educational theoretical frameworks, students will research, design, implement, and evaluate an evidence-based treatment protocol for patients with musculoskeletal complaints. The research process will be explored through critical appraisal of current physical therapy literature and application of research findings to contemporary practice issues. This course is taught in conjunction with PTA 334L.

PTA 334L MUSCULOSKELETAL PT LAB (1.5 CR): This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 334 of various therapeutic exercises and rehabilitation procedures for musculoskeletal conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. The practice and skill attainment of therapeutic exercise and rehabilitation interventions is correlated with specific musculoskeletal conditions including emphasis on the consideration for the physical, instructional, and psychological needs of the patient and family. Principles of prosthetics and orthotics, functional training, strength and conditioning, and other techniques are practiced. This course is taught in conjunction with PTA 334.

PTA 335 COMPREHENSIVE PATIENT CARE (2.0 CR): This blended theory course integrates clinical knowledge, scientific knowledge, and skills acquired throughout the curriculum through the analysis of patients with medically complex diagnoses involving multiple body systems. The course emphasizes problem-solving skills in determining the impact of disease interactions across multiple systems and their associated recovery processes. Though the use of simulation, major emphasis is placed on the development of critical thinking, patient progression across the continuum of care, and the integration of knowledge from previous courses for the comprehensive management of patient care.

Using scientific and educational theoretical frameworks, students will design, implement, and evaluate an evidence-based treatment protocol for a vulnerable population in a community setting. The research process will be explored through critical appraisal of current physical therapy literature and application of research findings to contemporary practice issues.

This is a writing-intensive course that requires students to engage in substantial written communication, including evidence-based analyses, literature critiques, patient case studies, reflective writing, research-based assignments, and development of professional educational materials. Students will demonstrate the ability to synthesize information from multiple sources, construct well-supported arguments, and communicate clinical reasoning effectively in written form. Emphasis is placed on scholarly writing, critical analysis, proper use of evidence, and adherence to professional and academic writing standards.

PTA 344 NEUROMUSCULAR PT (3.0 CR): This theory course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for neurological conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of neuromuscular diseases. This course includes other system involvements related to neuromuscular dysfunctions. Methods of functional, motor, and sensory assessment and intervention techniques including therapeutic exercise, rehabilitation techniques, functional training, orthotics, and interventions correlated with specific neuromuscular conditions. This course provides specific concepts of patient care and assessment including consideration for the physical and psychological needs of the patient and family. Using scientific and educational theoretical frameworks, students will research, design, implement, and evaluate an evidence-based treatment protocol for patients with neuromuscular complaints. The research process will be explored through critical appraisal of current physical therapy literature and application of research findings to contemporary practice issues. This course is taught in conjunction with PTA 344L.

PTA 344L NEUROMUSCULAR PT LAB (1.5 CR): This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 344 of various therapeutic exercise and rehabilitation procedures for neurological conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. Methods of functional, motor, and sensory assessment and intervention techniques are included. The practice and skill attainment of therapeutic exercise and rehabilitation interventions are correlated with specific neuromuscular conditions including emphasis on the consideration for the physical, instructional, and psychological needs of the patient and family. This course is taught in conjunction with PTA 344.

PTA 200 CLINICAL ORIENTATION (0.5 CR): This clinical orientation course provides review of policies and procedures for clinical practice, completion of clinical paperwork, training for patient safety protocols and training using documentation systems for both internal and external clinical sites. Students will

familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the PT clinic. Clinical Orientation requires successful completion of elements specified on the evaluation criteria to include paperwork submission, and competency achievements.

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

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

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

PTA 300 PTA CAPSTONE (2.0 CR): This blended theory course represents a synthesis of all didactic, laboratories, and clinical experiences gained throughout the PTA program. The NPTA portion of the course provides an opportunity for graduating students to gain practical experience and preparation for successful completion of the National Physical Therapy Exam. Career planning topics are discussed to include completing applications for employment, resume writing, interviewing strategies, and job retention qualities. Students will also review and practice techniques that facilitate effective interpersonal communication related to job seeking skills.

RADIOLOGIC TECHNOLOGY PROGRAM -- AAS

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

on abnormal physiology and function, adaptive imaging techniques and non-routine procedures. Radiation safety principles are reviewed and discussed for application during each procedure.

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

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

RAD 212 RADIOLOGIC PROCEDURES I (4.5 CR): This course consists of the study of radiographic positioning and procedures for the upper extremity, shoulder girdle, lower extremity, pelvic girdle. and surgical/trauma radiography. Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and specialty studies. The student will be introduced to the proper use of the mobile radiographic machine (Portable) and the mobile fluoroscopic machine (C-arm), with focus on their use in the surgical/trauma setting. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 212L laboratory course. Discussion will include an introduction to basic concepts of pathology, various disease processes, and how they relate to radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques and non-routine procedures. Radiation safety principles are reviewed and discussed for application during each procedure.

RAD 212L RADIOLOGIC PROCEDURES I LAB (1.0 CR): This laboratory course is a complement to RAD 212. Students will simulate, practice, and test the radiographic positioning of the upper extremity, shoulder girdle, lower extremity, pelvic girdle, and surgical/trauma radiography to ensure readiness for practice in the clinical setting to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

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

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

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

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

RAD 313 RADIOLOGIC PROCEDURES II (3.0 CR): This theory course consists of the study of radiographic positioning and procedures for the bony thorax, vertebral column, upper gastrointestinal system. Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and specialty studies. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 313L laboratory course. Discussion will include pathology, various disease processes, and how they relate to specific radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques, and non-routine procedures. Radiation safety principles are reinforced for application during each procedure.

RAD 313L RADIOLOGIC PROCEDURES II LAB (1.0 CR): This laboratory course is a complement to RAD 313. Students will simulate, practice and test the radiographic positioning of standard, supplementary and specialty views of the bony thorax, vertebral column, and upper gastrointestinal system. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

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

RAD 314 RADIOLOGIC PROCEDURES III (3.5 CR): This theory course consists of radiography of the sinuses, skull and facial bones, the urinary system, lower gastrointestinal system, and additional contrast studies. Positioning and procedural considerations for these exams as well as radiographic anatomy, positioning, and image evaluation criteria will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 314L laboratory course. The course also continues the instruction of contrast procedures with an introduction to some specialty exams

such as arthrography, cystography, long bone measurement, bone age study, myelography, modified contrast enema and hysterosalpingography. Radiation safety principles are reinforced for application during each procedure.

RAD 314L RADIOLOGIC PROCEDURES III LAB (0.5 CR): This laboratory course is a complement to RAD 314. Students will simulate, practice, and test the radiographic positioning and procedural set-up of diagnostic exams of the sinuses, skull and facial bones, the urinary system, lower gastrointestinal and additional contrast studies to promote readiness for practice in the clinical setting. Radiation safety principles are reinforced and the application of ALARA principles are stressed during simulations.

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

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

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

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

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

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

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

RESPIRATORY CARE PROGRAM -- AS

RC 111 INTRODUCTION TO RESPIRATORY CARE (3.0 CR): This blended theory course introduces respiratory care as a profession, including the healthcare environment and the respiratory therapist's role on the health care team. Topics include medical terminology, infection control, basic patient assessment, professional ethics, and psychosocial needs of the patient and family with particular attention to death and dying.

RC 121 FUNDAMENTALS OF RESPIRATORY CARE (3.0 CR): This course will focus on the theory and application of physics, chemistry, and basic respiratory care modalities. Topics include gas laws, medical gas therapy, aerosol and humidity therapy, hyperinflation therapy, and airway clearance. This course is taught in conjunction with RC 121L.

RC 121L FUNDAMENTALS OF RESPIRATORY CARE LAB (1.0 CR): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 111 and RC 121. Topics include infection control, patient assessment, oxygen delivery devices, aerosol medication administration, humidification devices, hyperinflation techniques, positive expiratory pressure (PEP) therapy, chest physical therapy, and arterial blood gas sampling.

RC 131 ACID-BASE REGULATION AND ABG ANALYSIS (2.0 CR): This theory course focuses on the anatomy and physiology of the cardiopulmonary system as related to gas exchange, diffusion, perfusion, and ventilation-perfusion relationships. Emphasis is on oxygen and carbon dioxide transport abnormalities in gas exchange. Students will integrate this knowledge through arterial blood gas interpretation, as it relates to the science of respiratory care.

RC 141 PHARMACOLOGY FOR RESPIRATORY CARE (3.0 CR): This blended course provides an in-depth overview of various classifications of cardiopulmonary medications and the function of the autonomic nervous system. Emphasis is on drug dosage, applied mathematics, clinical pharmacology, indications, hazards, intended actions, and side-effects of agents as they apply to respiratory care.

RC 122 CARDIOPULMONARY ANATOMY AND PHYSIOLOGY (3.0 CR): This theory course provides an in-depth examination of the cardiopulmonary and renal systems. Emphasis is on the structure, function, and physiology of the cardiopulmonary and renal systems and the role each plays in the maintenance of homeostasis.

RC 132 MECHANICAL VENTILATION (3.0 CR): This theory course introduces adult artificial airways, and non-invasive and invasive ventilation. Topics include airway management, manual resuscitation equipment, intubation, adult mechanical ventilation indications, modes, modifications, weaning, discontinuance, and ventilator graphics. This course is taught in conjunction with RC 132L.

RC 132L MECHANICAL VENTILATION LAB (1.0 CR): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 132. Emphasis is on airway management, artificial airways, manual resuscitation equipment, intubation, and management of adult non-invasive and invasive ventilators.

RC 102C CLINICAL PRACTICUM I (3.0 CR): This clinical course provides progressive supervised clinical experiences up to the advanced beginner level for the implementation and practice of general patient assessment and communication skills required for safe and effective patient care. Students will put theoretical knowledge of fundamental respiratory care procedures and patient care skills into practice, under appropriate supervision and with support and guidance. Students will familiarize themselves with duties of the interdisciplinary team throughout the respiratory environment.

RC 142 PULMONARY DIAGNOSTICS (2.0 CR): This theory course provides a study of standard methodologies used to diagnose and monitor patients with pulmonary disease. Emphasis is on technical aspects as well as disease presentation. Topics include measurement and analysis of lung volumes, ventilation, pulmonary mechanics, gas distribution, diffusion testing, exercise testing, and quality assurance.

RC 323 CRITICAL CARE MONITORING & DIAGNOSTICS (3.0 CR): This course provides an in-depth study of the principles, technologies, and techniques utilized in critical care monitoring and diagnostic assessment. Emphasis is placed on advanced cardiopulmonary monitoring, hemodynamic assessment, bronchoscopy, and the interpretation of physiologic data used to guide patient management. Students will analyze the application of monitoring modalities and integrate evidence-based practices and clinical decision-making principles in the care of critically ill patients. This course is taught in conjunction with RC 323L.

RC 323L CRITICAL CARE MONITORING & DIAGNOSTICS LAB (1.0 CR): This laboratory course provides experiential learning activities designed to reinforce and apply the concepts presented in RC 323. Emphasis is placed on the operation and application of equipment and techniques used in critical care monitoring and diagnostic assessment. Students will develop proficiency in the interpretation of physiologic data, recognition of normal values and waveforms, and identification of life-threatening changes requiring clinical intervention. Through simulation and laboratory-based exercises, students will integrate critical thinking and clinical decision-making skills necessary for advanced respiratory care practice.

RC 203C CLINICAL PRACTICUM II (2.0 CR): This clinical course provides progressive supervised clinical experiences at advanced beginner level while implementing patient care skills in the intensive care unit (ICU). Students will further integrate theoretical knowledge of fundamental respiratory procedures, continue to learn to work as a team member, manipulate equipment, develop their awareness, and use of respiratory safety principles under appropriate supervision and with support and guidance.

RC 324 NEONATAL & PEDIATRIC RESPIRATORY CARE (3.0 CR): This theory course provides an in-depth examination of fetal, neonatal, and pediatric cardiopulmonary physiology and pathophysiology. Emphasis is placed on the etiology, clinical manifestations, diagnostic evaluation, and evidence-based management of cardiopulmonary disorders encountered in neonatal and pediatric populations. Students will analyze disease processes and therapeutic interventions while integrating current standards of care and clinical decision-making principles. This course is taught in conjunction with RC 324L.

RC 324L NEONATAL & PEDIATRIC RESPIRATORY CARE LAB (1.0 CR): This laboratory course provides hands-on experiences designed to reinforce and apply the theoretical concepts presented in RC 324. Emphasis is placed on fetal, neonatal, and pediatric cardiopulmonary physiology and the assessment and management of neonatal and pediatric pulmonary disorders. Students will develop proficiency in respiratory care techniques, equipment operation, and patient management strategies utilized in the care of critically ill infants and children. Through simulation and laboratory-based activities, students will integrate clinical reasoning and evidence-based practices to prepare for neonatal and pediatric clinical experiences.

RC 234 CARDIOPULMONARY PATHOPHYSIOLOGY (3.0 CR): This blended theory course explores commonly encountered diseases and disorders which may affect function of the cardiopulmonary system and the clinical manifestations and treatment rationales as related to respiratory care. Emphasis is on deviations from normal functioning and will include disease etiology, pathology, diagnosis, prognosis, and treatment.

RC 204C CLINICAL PRACTICUM III (5.0 CR): This clinical course provides progressive supervised clinical experiences up to advanced intermediate level while implementing patient care skills in the intensive care unit (ICU). Students will focus on working as an interdisciplinary team member, manipulating equipment, developing their awareness, and using respiratory safety principles. This is the third clinical course in the sequence and is designed to allow the student to function more independently, under appropriate supervision (direct and/or in-direct) and with support and guidance. Students will complete an observation in pulmonary function testing (PFT) at their assigned clinical site.

RC 325 PROFESSIONAL SEMINAR (CAPSTONE) (3 .0 CR): This Capstone course prepares students for the National Board for Respiratory Care (NBRC) examination and entry into clinical practice. Emphasis is on test matrices, using both text and computer review materials. Career planning topics are discussed to include completing applications for employment, resume writing, interviewing strategies, and job retention qualities.

RC 205C CLINICAL PRACTICUM IV (3.0 CR): This clinical course provides progressive supervised clinical experience at advanced intermediate level while implementing patient care skills in the pediatric intensive care (PICU), neonatal intensive care (NICU), and long-term acute care hospital (LTACH). Students will continue to work as an interdisciplinary team member, manipulate equipment, develop their awareness, and use of respiratory safety principles under appropriate supervision (direct and/or in-direct) and with support and guidance. Students will complete an observation in pulmonary rehabilitation (PR) at their assigned clinical site

RC 215C CLINICAL PRACTICUM V (4.0 CR): This clinical course provides a progressive supervised clinical experience implementing the skills learned in the didactic portion of the curriculum. This clinical rotation will focus on demonstrating entry level performance for the skills outlined by the NBRC for entry level practice. This clinical course provides opportunities for the student to further refine clinical skills, working independently with appropriate supervision. Clinical practicum V requires the student to continue to work as an interdisciplinary team member, manipulate equipment, develop their awareness, and use of respiratory safety principles. Students will complete clinical practicum at their assigned clinical site.

RC 235 RESPIRATORY CARE FOR SPECIAL POPULATIONS (2.0 CR): This blended theory course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is on the procedures and technologies applied to cardiopulmonary rehabilitation, patient education, nutrition, and respiratory care in alternative settings.

SURGICAL TECHNOLOGY PROGRAM -- AAS

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

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

SUR 122 SURGICAL TECHNIQUES (6.0 CR): This theory course outlines and develops elements of perioperative care to include pre-operative, intra-operative and postoperative care of the surgical patient. Pre-operative care topics focus on positioning of the surgical patient as well as catheterization and the surgical prep. Intra-operative care focuses on instruction and hands-on experience of fundamental technical skills such as the surgical scrub, gowning and gloving, and establishment and maintenance of the sterile

field and principles of asepsis. Topics of specimens, hemostasis, drains, wound closure, tissue replacement materials and wound dressings are explored. Techniques related to the proper care and handling of instruments and supplies are identified. Instruction in post-operative care focuses on patient care in the PACU, and discharge planning. Principles and methods of disinfection and sterilization are discussed in relation to the operating room and patient safety. This course is taught in conjunction with SUR 122L.

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

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

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

SUR 233 SURGICAL PROCEDURES I (3.0 CR): This theory course includes detailed descriptions of the many aspects of surgical procedures related to General, OB-GYN, and ENT cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course is taught in conjunction with SUR 233L.

SUR 233L SURGICAL PROCEDURES I LAB (1.0 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation, and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 233.

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

SUR 334 SURGICAL PROCEDURES II (5.0 CR): This theory course includes detailed descriptions of the many aspects of surgical procedures related to Neuro, Orthopedic, Vascular, GU and Ophthalmic cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course is taught in conjunction with SUR 334L.

SUR 334L SURGICAL PROCEDURES II LAB (1.0 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation, and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 334.

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

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

SUR 335 SURGICAL PROCEDURES III (3.0 CR): This theory course includes detailed descriptions of the many aspects of surgical procedures related to Plastics, Cardiothoracic, Trauma, Robotics, Pediatric and Geriatric cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course also compares current practice and trends with upcoming technology related to the field of surgery. This course is taught in conjunction with SUR 335L.

SUR 335L SURGICAL PROCEDURES III LAB (0.5 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation, and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 335.

SUR 205C CLINICAL EDUCATION III (9.0 CR): This clinical course provides terminal, supervised clinical experiences in which to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the role of the Surgical Technologist at the first scrub level of performance. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health and/or RH affiliates. Clinical Education III is designed to prepare students for entry-level readiness into the profession of surgical technology and provide students with the opportunity to participate in various surgical procedures to meet the case/competency requirements inclusive of paperwork submission detailed in the evaluation criteria of SUR 205C.

SUR 300 CERTIFICATION EXAM PREPARATION (3.0 CR): This Capstone course reviews the primary principles and practices of the Surgical Technologist in preparation for the NBSTSA National Certifying Exam for Surgical Technologists and for a career as a Surgical Technologist. Career planning topics include completing applications for employment, resume writing, interviewing strategies, and job retention qualities. Students will also review and practice techniques that facilitate effective interpersonal communication related to job seeking skills.

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