BATTEN UNIVERSITY™

Sentara College of Health Sciences at Batten University Catalog and Student Handbook 2026-27

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Mailing Address and Campus Information

Main Campus
Sentara College of Health Sciences
1441 Crossways Blvd
Suite #105
Chesapeake, VA 23320

www.sentara.edu
757-388-2900

Batten University Transition

This catalog reflects the policies, procedures, academic programs, and institutional information in effect as of the date of publication. While every effort has been made to ensure the accuracy of the information contained herein, Sentara College is currently undergoing a change in ownership. As a result, certain policies, procedures, and institutional processes are being reviewed and may be revised as the institutions complete required transition activities and satisfy the requirements of applicable regulatory and accrediting agencies.

These changes are expected as part of the College's transition following its change in ownership and will continue until all applicable regulatory and accreditation requirements have been satisfied. Updates will be communicated through official channels and, when appropriate, incorporated into future editions of the catalog.

Disclaimer: The catalog is published for the purpose of providing information about Sentara College of Health Sciences and its programs. Contents of this catalog are subject to change at any time and without notification. Students are responsible for keeping themselves informed of current policies and procedures. It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all rules, regulations, and deadlines published in the catalog and in the student handbook.

Effective Date: October 7, 2026

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GENERAL INFORMATION

INTRODUCTION

Sentara College of Health Sciences (Sentara College), located in Chesapeake, Virginia, is a thoroughly innovative institution that embraces a hybrid style of teaching and learning. We offer a flexible and supportive environment for students to excel and graduate with a sense of professional self-esteem and confidence. Our uniquely accommodating programs include distance education and hybrid learning, comprehensive hands-on training, and student support systems that provide opportunities for students to reach their goals. Hybrid learning encourages students to take responsibility for their education through independent study online, while engaging in classroom discussions and application activities. Hands-on clinical experiences provide students with opportunities to apply what they are learning to real patient care. Through our online distance education classes, students have access to high-quality education and resources, with added flexibility for working professionals.

At Sentara College students develop the skills and confidence necessary to step directly from the classroom into the real world. From engaging classroom discussion and instruction to comprehensive hands-on training in our simulation labs, students learn how to use real skills to care for real patients. This practical understanding and application is what sets our graduates apart and captures the attention of healthcare administrators locally and across the country.

Rich in History and Experience – Sentara College originated over 130 years ago, in 1892, as Norfolk's first Nursing Program. The two-year program was originally taught by physicians and was housed in the 24-bed "Retreat for the Sick." The training was free, but students had to supply their own books and uniforms. Educational opportunities continued to grow over the years as the “Retreat for the Sick” underwent changes to eventually become Sentara Norfolk General Hospital. Changes brought about the need for additional healthcare technology programs and certificate programs. A Surgical Technology Program began in the early 1950s in response to the need for qualified individuals to work in the hospital’s operating rooms. The Cardiovascular Technology Program admitted its first class in 1982 in response to the need for qualified individuals to work in Sentara Norfolk General Hospital’s cardiac catheterization, cardiac ultrasound, and vascular ultrasound labs. The Monitor Surveillance Technician Program began in 1987 to prepare qualified technicians to observe patient telemetry monitors, interpret basic cardiac rhythms, and report findings to the nurse and/or physician. In 1992, these programs and courses merged to form Sentara School of Health Professions. The Nursing Care Partner Program was added in 1994 in response to the need for consistent and formal training for multi-skilled patient care givers to support the nursing staff in Sentara acute care hospitals.

In 2009, Sentara School of Health Professions became Sentara College of Health Sciences after converting the diploma nursing program to a Bachelor of Science in Nursing Degree Program for both pre-licensure students and post-licensure practicing RNs seeking a bachelor’s degree. Additionally, in 2010, the Cardiovascular Technology Program became an Associate of Occupational Science Degree Program and added a new specialty, cardiac electrophysiology. The Surgical Technology Program became an Associate of Occupational Science Degree Program in January 2013. As of June 2015, both the Cardiovascular Technology and Surgical Technology Programs award Associate of Applied Science Degrees. In spring 2018, the college was granted approval to offer two Master of Science in Nursing Degree Programs. Both tracks within the master's program, the Master's Entry to Nursing Practice and Clinical Nurse Leader, welcomed their first cohorts in August 2018. Also, in August 2018, the Nursing Care Partner Program transitioned to the Patient Care Technician Program in an effort to provide students with the option of taking a national certification exam upon completion of the program. In 2020, the college was granted approval to offer an online Academic Certificate in Cardiovascular Electrophysiology, which welcomed its first cohort in August 2021. In January 2022, the college welcomed its first group of joint degree program students from Batten University for the Bachelor of Science in Nursing Program. In August 2022, the college began a Medical Assistant Certificate Program. Continuing this legacy of growth and collaboration, effective June 30, 2026, Sentara College of Health Sciences was acquired by Batten University, officially transitioning into an operating division of the university while continuing its long-standing commitment to excellence in healthcare education.

Rich in Leisure Activities – It is important for students to balance their studies with a healthy mix of relaxation and recreation. Bounded by the Atlantic Ocean, the Chesapeake Bay, and crossed by many rivers, Hampton Roads is a prime area for water sports, such as fishing, surfing, and water skiing, as well as activities on land. A favorite spot for bicycles, runners, and hikers is Seashore State Park, a 2,000-acre forest close to the bay and ocean. City parks, recreation centers, and private clubs offer facilities for court and team sports. In addition, Hampton Roads offers a wide range of cultural arts, such as opera, stage theaters, symphonies, museums, and historical tours.

Rich in Opportunities – Like the area it calls home, Sentara College offers its students a broad range of experiences and opportunities. The college is part of Sentara Health, a not-for-profit healthcare organization of multiple hospitals, long-term care facilities, and ambulatory care facilities committed to bringing the best in healthcare to Virginia and northeastern North Carolina. Sentara Norfolk General Hospital, a 525-bed tertiary care facility, serves as a primary teaching facility for the college. The hospital has earned international recognition for its medical firsts, such as the conception and birth of the nation's first in-vitro baby and the use of revolutionary procedures in reconstructive surgery. Sentara Norfolk General Hospital is also regionally and nationally known for many of its highly specialized services such as cardiac, cancer, high-risk pregnancy, trauma, transplant, and microsurgery. The hospital is recognized as the area's only Level I Trauma Center and is the region's first Magnet Hospital.

In addition to Sentara Norfolk General Hospital, students at Sentara College use hospital units and facilities throughout Sentara Health, including Sentara Virginia Beach General Hospital, Sentara Princess Anne Hospital, Sentara Heart Hospital, Sentara Leigh Hospital, Sentara CarePlex Hospital, Sentara Williamsburg Regional Medical Center, Sentara Obici Hospital, Sentara Rockingham Memorial Hospital, and Sentara Albemarle Medical Center for clinical experiences.

Other Sentara facilities include outpatient and diagnostic centers, physician practices, urgent care centers, nursing and assisted living centers, adult day care centers, and a home healthcare agency. Professional partnerships or affiliations exist with other healthcare organizations, such as The Children's Hospital of The King's Daughters, Chesapeake Regional Medical Center, and others. This wide diversity provides students with excellent clinical opportunities. These facilities also employ Sentara College's graduates, who are prepared with insight and sensitivity that set them apart from all others.

NON-DISCRIMINATION DISCLOSURE

Sentara College of Health Sciences at Batten University (Sentara College) does not discriminate against employees, students, or applicants on the basis of race, color, gender, gender identity, genetic information, sexual orientation, disability, age, veteran status, ethnicity, national origin, religion, or political affiliation in accordance with the requirements of Title VI of the Civil Rights Act, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other applicable rules and regulations.

Sentara College students and all others with questions concerning any of these regulations should be directed to:

Marilyn Harris
Director, Human Resources
Title IX Coordinator
Batten University
5817 Wesleyan Drive
Virginia Beach, VA 23455
Phone: 757-455-3316

CATALOG POLICY / RIGHTS RESERVED

The catalog for the term in which a student enters Sentara College is the governing document for requirements for graduation. However, if the application of regulations in a later catalog would be to the student's advantage, such regulations may be applied at the discretion of the provost, president of the college, or the dean of Sentara College of Health Sciences at Batten University.

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

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

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

No academic information, grade reports, transcripts, or diplomas will be issued, as allowed by federal and state laws and regulations, for any student who has not met their responsibilities and financial obligations to the university prior to graduation date.

ACCREDITATION AND MEMBERSHIPS

Sentara Hospitals

Accredited by: DNV Healthcare USA, Inc.
4435 Aicholtz Road
Suite 900
Cincinnati, OH 45245
Phone: 513-947-8343
www.dnv.us

Sentara College of Health Sciences

Institutionally Accredited by: Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd.
Suite 730
North Bethesda, MD 20852
Phone: 301-291-7550
www.abhes.org

Sentara College of Health Sciences at Batten University is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) to award various degrees and certificates, including a Master of Science in Nursing, a Bachelor of Science in Nursing, an Associate of Applied Science in Cardiovascular Technology, an Associate of Applied Science in Surgical Technology, credit certificates in Medical Assistant and Cardiac in Electrophysiology, and non-credit certificates in Monitor Surveillance and Patient Care Technician.

Certified by: State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street, 10th Floor
James Monroe Building
Richmond, VA 23219
Phone: 804-225-2600
www.schev.edu

PROGRAMMATIC ACCREDITATION AND MEMBERSHIPS

Cardiovascular Technology Program

The Cardiovascular Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology (JRC-CVT).

Accredited by: (all specialties) The Commission on Accreditation of Allied Health Education Programs (CAAHEP)
9355 - 113th St. N, #7709
Seminole, FL 33775
Phone: 727-210-2350
www.caahep.org

Bachelor of Science in Nursing Program

Accredited by: Commission on Collegiate Nursing Education (CCNE)
American Associate of Colleges of Nursing (AACN)
655 K Street NW
Suite 750
Washington, DC 20001
Phone: 202-887-6791
www.aacnnursing.org

Approved by:	The Virginia Board of Nursing Perimeter Center 9960 Mayland Drive Suite 300 Henrico, VA 22233 Phone: 804-367-4400
	www.dhp.virginia.gov/Boards/Nursing/
Institutional Member of:	The National League for Nursing The Watergate 2600 Virginia Avenue, NW 8th Floor Washington, DC 20037 Phone: 800-669-1656 Member # 253115
	www.nln.org/
Institutional Member of:	National Student Nurses' Association, Inc. 215-03 Jamaica Avenue Suite 1 Queens, NY 11428 Phone: 718-210-0705 ww.nsna.org/

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

Master of Science in Nursing Program

Approved by:	The Virginia Board of Nursing Perimeter Center 9960 Mayland Drive Suite 300 Henrico, VA 22233 Phone: 804-367-4400
	www.dhp.virginia.gov/Boards/Nursing/
Institutional Member of:	The National League for Nursing The Watergate 2600 Virginia Avenue, NW 8th Floor Washington, DC 20037 Phone: 800-669-1656 Member # 253115
	www.nln.org/
Institutional Member of:	National Student Nurses' Association, Inc. 215-03 Jamaica Avenue Suite 1 Queens, NY 11428 Phone: 718-210-0705 ww.nsna.org/

The Master of Science in Nursing Program is based upon professional nursing standards and guidelines as set forth by the Virginia Board of Nursing, the Commission on Collegiate Nursing Education (CCNE), and The Essentials of Master's Education for Nursing (AACN, 2011).

Surgical Technology Program

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

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

Medical Assistant Program
Sentara College Medical Assistant Program graduates are eligible to take the Certified Clinical Medical Assistant exam offered through the National Healthcareer Association (NHA).

NHA Contact Information:	11161 Overbrook Road Leawood, KS 66211 Phone: 800-499-9092 Fax: 913-661-6291 www.nhanow.com/

Patient Care Technician Program
Sentara College Patient Care Technician Program graduates are eligible to take the Certified Patient Care Technician exam offered through the National Healthcareer Association (NHA).

NHA Contact Information:	11161 Overbrook Road Leawood, KS 66211 Phone: 800-499-9092 Fax: 913-661-6291 www.nhanow.com/

National Council for State Authorization Reciprocity Agreements (NC-SARA)
Sentara College of Health Sciences is authorized to operate as an institution of higher education by the State Council of Higher Education for Virginia. Virginia is a member of the State Authorization Reciprocity Agreement (SARA).

As of January 2016, Sentara College is an approved SARA institution in Virginia. Participation in SARA is intended to make it easier for students to take online courses offered by post-secondary institutions based in another state. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. SARA is a voluntary, regional approach to state oversight of post-secondary distance education. Institutions that are members of SARA are authorized to provide online education to students from all SARA member states. States and institutions that choose to become members of SARA operate under a set of policies and standards overseen by the National Council for State Authorization Reciprocity Agreements and administered by four regional higher education compacts. For more information about SARA, including member states and participating institutions, please visit http://www.nc-sara.org.

STUDENT COMPLAINTS

Sentara College of Health Sciences works diligently to find positive outcomes to student concerns. Students should seek first informal resolution of any concern or issue through internal avenues of complaint resolution outlined in the institution's formal complaint or grievance procedure before going outside the college. If, after exhausting the institution's internal grievance procedures, the institution has not responded to the student's satisfaction or a satisfactory remedy has not been found, the student from Virginia and from SARA member states may file a formal complaint with the State Council of Higher Education for Virginia (SCHEV). Please note, complaints made via the aforementioned channels cannot be about grades or student conduct violations.

Please see the Grievance Policy in the Student Handbook for more information.

GI BENEFITS

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.

The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Our 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 our office via email saa@dvs.virginia.gov.

DOCUMENT REQUEST

The public can request the document that accurately states the powers, duties, and responsibilities of (1) The governing board or owners of the school; (2) The chief operating officer, president, or director; (3) The principal administrators and their credentials. The request shall be sent to facadmin@batten.edu.

DISTANCE EDUCATION

Sentara College ensures interaction between student and faculty and among students for all its hybrid courses. The primary responsibility of faculty is to transfer knowledge and skills using instructional strategies that create an environment that promotes engagement and achievement of learning outcomes.

All online educational activities are accessed via the learning management system (LMS). A policy to guide the engagement in distance education can be read on the Faculty Online Engagement Expectation policy. The purpose of the policy is to guide faculty in using best teaching practices for engagement in an online environment. The guidelines identify methodologies and expectations for faculty to establish a teaching presence that promotes substantive and regular engagement between faculty-student, student-content, and student-student.

VISION, MISSION, AND VALUES

Sentara College of Health Sciences is owned and operated by Batten University in Virginia Beach, Virginia. Sentara College's campus is currently located in Chesapeake, Virginia.

Batten University Mission Statement:
An inclusive community grounded in the liberal arts and sciences and dedicated to scholarship, service, lifelong learning, and environmental stewardship, Batten University inspires students to build meaningful lives through engagement in Coastal Virginia's dynamic metropolitan region, the nation, and the world.

Batten University Core Values:

- Academic Excellence, grounded in the liberal arts, which emphasizes creative and engaged thinking within and across disciplinary perspectives.
- Inclusive and Caring Community that empowers members to form meaningful relationships through listening, understanding, and communication.
- Personal Integrity and Sense of Purpose that foster initiative, independence, and self-respect.
- Social Responsibility, rooted in Methodist heritage, which inspires our community members to be engaged citizens and servant leaders who have a positive impact on their local and global communities.
- Environmental Stewardship that includes active protection, restoration, and sustainable practices.

Batten University Vision Statement:
"Batten University is Virginia's innovative university of the arts and sciences."

Batten University Strategic Plan Goals:

1. Transformative Education
2. Curricular Innovation
3. Community Engagement
4. International Campus
5. Inclusive Community
6. Enrollment and Retention
7. Strengthen Campus Finances

Sentara College of Health Sciences Mission:
"Sentara College of Health Sciences is an institution of higher education that provides transformative education in health sciences through undergraduate and graduate degree programs and continuing education programs. The college promotes excellence in professional practice through a culture of innovation and service."

Sentara College of Health Sciences Values:

1. Commitment to academic excellence and student success
2. Intentional inquiry of information
3. Integrity and authenticity
4. Collaboration and shared decision making
5. Embracing change
6. Constructive self-reflection

Sentara College of Health Sciences Vision:
"To be the leader in innovative health sciences education."

Sentara College of Health Sciences Strategic Planning Goals:

1. Quality, Cost, and Integration Across the Continuum
   People and Leadership (Operations)
2. Growth
   Programs

EDUCATIONAL PHILOSOPHY AND GENERAL EDUCATION OUTCOMES PHILOSOPHY

Educational Philosophy
Sentara College of Health Sciences prepares future and existing healthcare professionals to improve client health outcomes. Graduates meet the changing demands and critical human resource needs of the Sentara Health network and the greater communities it serves. Sentara College offers innovation and excellence in the delivery of undergraduate and graduate degree programs in nursing and allied health and other related certificate programs.

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

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

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

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

General Education Outcomes Philosophy
It is the belief of the Sentara College of Health Sciences community that all students who earn an undergraduate degree should develop a breadth of knowledge in key transferable skills and abilities that are expected of them as college-educated individuals. "General Education" (GE) is the term used in colleges, universities, and higher education accrediting bodies to describe the part of the undergraduate experience that provides these skills and competencies. It is the goal of Sentara College to equip our graduates with those general education competencies that serve as foundations for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in life-long learning in a continually changing world. This happens both inside and outside the classroom, as students meet and learn with a diverse array of peers and teachers.

Prior to enrolling at Sentara College, all undergraduate degree seeking students are required to complete prerequisite general education courses. These courses provide a foundation for Sentara College's general education student learning outcomes (SLOs) that students continually reinforce and develop while enrolled in the college. These outcomes are not tied to specific programs or courses, but instead are embedded in each program of study, nurtured across the whole of undergraduate study, and include any work within the college experience that helps students cultivate these broad learning outcomes. The approach for assessing general education is based on the expectation that a student's general education will continue throughout the college years and not be limited to the first two years of college. The development of students' general education skills is the responsibility of all faculty and is structured throughout all levels of a degree program and

across student support services.

General education outcomes at Sentara College are from eight (8) core areas that include: critical thinking, problem solving, ethical reasoning, quantitative reasoning, oral communication, knowledge of human cultures and the physical and natural world, teamwork, and written communication. Below are concise descriptions of each outcome.

Sentara College of Health Sciences General Education Outcomes

Upon graduation from Sentara College of Health Sciences, undergraduate students will be able to:

Critical Thinking

Identify, gather, and analyze pertinent data from multiple sources and points of view in order to make an informed judgment, draw a logical conclusion, or solve a problem.

Problem Solving

Analyze, interpret, and differentiate an issue and or problem to formulate a desired outcome(s) to a given situation. Students will determine the best solution(s) to reach the desired outcome.

Ethical Reasoning

Recognize and evaluate moral and ethical issues and situations when presented in a complex, multilayered context.

Quantitative Reasoning

Reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations by applying mathematical analysis of data to make connections, draw conclusions and solve problems in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Oral Communication

Express thoughts, beliefs, ideas, observations, and feelings through speech. Students will be able to apply effective language choice appropriate to the targeted audience and execute proper delivery techniques to convey a clear, organized, and relevant central message.

Team Work

Demonstrate effective participation and collaboration skills to support a common goal and constructive team climate.

Written Communication

Clearly, precisely, and logically express in writing thoughts, beliefs, ideas, observations, and feelings for a variety of purposes and audiences and in a professional and scholarly manner.

Knowledge of Human Cultures and the Physical and Natural World

Apply relevant concepts from the sciences, and mathematics, social sciences, humanities, histories, and the arts to create, interpret, or explain a variety of issues that affect the current healthcare environment or needs of a targeted audience.

The amount of general education credits required to earn a degree at Sentara College of Health Sciences depends on which degree program is chosen. General education credit requirements are completed as prerequisites for admission into the desired program.

General Education Component	Cardio. Tech.	Surg. Tech.	Trad. BSN	RN to BSN
Mathematics and Sciences	18	15	19	15
Social Sciences	3	3	12	12
Humanities/Fine Arts	3	3	9	6
English Composition/Communications	3	3	9	9
TOTAL	**27**	**24**	**49**	**42**

Cardiovascular Technology - Associate of Applied Science Degree

Prerequisite Requirements	Clock Hours	Credit Hours
Anatomy & Physiology I w/lab	90	4
Anatomy & Physiology II w/lab	90	4
Chemistry w/lab	90	4
Medical Terminology	45	3
College Algebra	45	3
English Composition	45	3
Fine Arts Elective	45	3
Social Science Elective	45	3

Surgical Technology - Associate of Applied Science Degree		
Prerequisite Requirements	**Clock Hours**	**Credit Hours**
Anatomy & Physiology I w/lab	90	4
Anatomy & Physiology II w/lab	90	4
Microbiology w/lab	90	4
College Algebra	45	3
English Composition	45	3
Fine Arts Elective	45	3
Introduction to Psychology or Sociology	45	3

Bachelor of Science in Nursing - Traditional		
Prerequisite Requirements	**Clock Hours**	**Credit Hours**
Anatomy & Physiology I w/lab	90	4
Anatomy & Physiology II w/lab	90	4
Chemistry w/lab	90	4
Microbiology w/lab	90	4
Developmental Psychology	45	3
English Composition I	45	3
English Composition II	45	3
Ethics	45	3
Fine Art Elective	45	3
Humanities Elective	45	3
Introduction to Psychology	45	3
Introduction to Sociology	45	3
Nutrition	45	3
Oral Communication	45	3
Statistics	45	3

Bachelor of Science in Nursing - RN to BSN		
Prerequisite Requirements	**Clock Hours**	**Credit Hours**
Anatomy & Physiology I w/lab	90	4
Anatomy & Physiology II w/lab	90	4
Microbiology w/lab	90	4
Developmental/Child Psychology	45	3
English Composition I	45	3
English Composition II	45	3
Ethics	45	3
Fine Art Elective	45	3
Humanities Elective	45	3
Introduction to Psychology	45	3
Introduction to Sociology	45	3
Oral Communication	45	3
Statistics	45	3

OVERVIEW OF CERTIFICATE PROGRAMS

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Continuing Education Certificate Programs

Medical Assisting (MA) Certificate

The Medical Assistant Certificate Program incorporates both traditional on-campus (residential) and distance learning (blended; full distance education) delivery. This program is a continuing education certificate. Our one-year program is split into two (2) semesters of 13-15 credit hours. Courses cover content from medical terminology and anatomy to record keeping and patient care. Medical assistant students also gain the advantage of immediate clinical experience beginning in the first semester. Clinicals take place in real medical settings with real healthcare providers and patients.

Applicants should possess basic computer skills and be familiar with word processing, e-mail, and the use of internet-based applications. Previous medical experience is helpful but not required. Applicants must have successfully completed high school or college level coursework in algebra and one of the following: biology, anatomy/physiology, pathophysiology, or microbiology with a grade of "C-" or higher.

Medical assistants perform vital services in medical offices, urgent care facilities, and other outpatient clinics. They handle patient check-in, take vital signs, obtain patient histories, draw blood, process lab specimens, and assist providers with routine procedures. In addition to the clinical role, medical assistants also perform general administrative duties. These can include organizing and filing medical charts, filing insurance claims, billing and coding, processing payments, and other office-related tasks. This certificate program prepares graduates for medical assistant positions in healthcare agencies and medical offices. Graduates of the program are eligible to apply to take the national certification exam. Certification is not mandated by the state of Virginia to work as a medical assistant; however, most employers, such as hospitals (e.g., Sentara Health), require certification.

Monitor Surveillance (MS) Certificate

The Monitor Surveillance Certificate Program incorporates both traditional on-campus (residential) and distance learning (blended; full distance education) delivery. This program is a continuing education certificate. This 14-week course is offered in January and August of each year. The program consists of two (2) classes: MS 100, which is comprised of all didactic material and must be passed with a minimum grade of a “C” before progressing to the next level; and MS 200, which includes additional didactic material and clinical rotations at area hospitals. Applicants should possess basic computer skills and be familiar with word processing, e-mail, and use of internet-based applications.

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

Graduates of the program receive a certificate of completion. Students in MS 200 can take the Certified Rhythm Analysis Technician (CRAT) exam offered by Cardiovascular Credentialing International (CCI).

Patient Care Technician (PCT) Certificate

The Patient Care Technician Certificate Program incorporates both traditional on-campus (residential) and distance learning (blended; full distance education) delivery. This program is a continuing education certificate. This 14-week program is offered twice a year and has day and evening offerings. There are three (3) courses in the program: PCT 101, which contains all of the didactic content, PCT 102, which is the skills lab course, and PCT 103 which is the clinical application of content in an acute care setting. Students must earn a minimum grade of “C” to pass PCT 101 and an “S” (satisfactory) to pass PCT 102 and PCT 103. Students must successfully pass PCT 101 to remain enrolled in PCT 102 which is a co-requisite. If a student does not pass either PCT 101 or PCT 102, the student must repeat both courses. Students must pass both PCT 101 and PCT 102 in order to progress to PCT 103 the clinical course.

Applicants should possess basic computer skills and be familiar with word processing, e-mail, and the use of internet-based applications. Previous medical experience is helpful but not required.

Patient care technicians are an important part of the healthcare team in the hospital setting. Working under the direction of a nurse, patient care technicians assist hospitalized patients with daily activities, such as hygiene, walking, eating, and dressing. They also take vital signs, draw blood specimens, perform wound care and dressing changes, insert urinary catheters, perform EKGs, and other selected medical tests and procedures. This certificate program prepares graduates for patient care technician positions in healthcare agencies and for nursing care partner positions within Sentara Health hospitals.

Graduates of the course receive a certificate of completion and are eligible to take the Patient Care Technician certification exam from the National Healthcareer Association (NHA) (https://www.nhanow.com/Eligibility) or National Center for Competency Testing (NCCT) (https://www.ncctinc.com/certifications/pct). Certification is not needed to practice as a Patient Care Technician; however; it may be required by some employers.

Academic Certificate Program

Certificate in Cardiovascular Electrophysiology

The Cardiovascular Electrophysiology Certificate Program is delivered 100% online. This program is an academic certificate. This three (3) semester curriculum enrolls every August and continues through the following summer. The program consists of three (3) courses: EP 150 (6 credit hours), which is comprised of foundational theory for cardiac electrophysiology; EP 160 (5 credit hours), which is the theory of cardiac electrophysiology studies; and, EP 170 (5 credit hours), which is the theory of cardiac devices. Applicants should possess basic computer skills and be familiar with word processing, e-mail, and use of internet-based applications.

Cardiovascular Electrophysiology Specialists work with the physician to find and treat abnormal rhythms. They must be able to interpret basic EKG rhythms and report the results to the physician and/or nurse. Cardiovascular Electrophysiology Specialists are employed primarily in hospitals, although there may be some free-standing facilities performing cardiac electrophysiology procedures where technologists may be employed as well. Certification is typically required within two
(2) years of hire in most facilities but may be subject to different requirements depending on the facility.

Graduates of the program receive an Academic Certificate in Cardiovascular Electrophysiology. Students completing the program will be eligible to apply to take the Registered Cardiovascular Electrophysiology Specialist (RCES) exam offered by Cardiovascular Credentialing International (CCI). Sitting for the certification exam is not a requirement to complete the program.

OVERVIEW OF DEGREE PROGRAMS

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Cardiovascular Technology (CVT) Program
This Associate of Applied Science Degree Program (AAS) offers the following specialties:

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

An Academic Certificate in Cardiovascular Electrophysiology is also offered. For an overview about this program, please see Overview of Certificate Programs.

The Cardiovascular Technology program incorporates both traditional on-campus (residential) and distance learning (blended; full distance education) delivery within its courses. The invasive cardiovascular technologist works in the cardiac catheterization laboratory assisting the physician in performing adult diagnostic and interventional procedures. The student has the option to gain clinical experience in a pediatric cardiac catheterization laboratory and may also perform certain functions in other cardiac surgical settings. The cardiac electrophysiology technologist works in the electrophysiology laboratory assisting physicians performing diagnostic and therapeutic interventions with patients having cardiac electrophysiology issues. The adult echocardiographer performs ultrasound imaging services for patients with cardiac disease. The non-invasive vascular technologist performs ultrasound imaging services for patients with peripheral vascular disease.

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

Graduates of the program receive an Associate of Applied Science (AAS) Degree with a concentration in Cardiovascular Technology. Graduates of the AAS Degree Program are eligible to take a national registry examination offered by Cardiovascular Credentialing International (CCI). Adult echocardiography and non-invasive vascular sonography students will also take the physics exam through the American Registry of Diagnostic Medical Sonography (ARDMS) near, or upon, completion of the program. Licensure and certification for entry into practice is not required for this health profession; however, many employers require staff to become credentialed after a pre-determined period of employment. The program's chair submits applications for exams for graduates during their final semester. The students then have three months, from the time they receive notification that their application was processed, to sit for the exam or risk losing the application fee.

Nursing Programs
Bachelor of Science in Nursing (BSN) Program
Sentara College offers two (2) options for students wishing to obtain a BSN Degree. The first is a Traditional BSN track for students wishing to become registered nurses and the second is an RN to BSN track for licensed registered nurses who wish to pursue their BSN Degree. The Traditional BSN incorporates face-to-face, hybrid, and online learning within its courses, while the RN to BSN Program is online with the capstone course having a precepted clinical component. The baccalaureate degree in nursing at Sentara College of Health Sciences is accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE) and is approved by the Virginia Board of Nursing.

Master of Science in Nursing (MSN) Program
The college also offers two options for students wishing to obtain an MSN Degree. The first is an entry to nursing

practice, commonly known as a Master's Entry to Nursing Practice (MENP) Program, and is for students who have a

bachelor's degree in a non-nursing discipline and wish to obtain an MSN and become a registered nurse. The second, is an online Clinical Nurse Leader (CNL) Program for registered nurses who have a BSN and wish to pursue an MSN degree focused on clinical nursing leadership. The MENP Program incorporates face-to-face, hybrid, and online learning within its courses, while the CNL Program is online with two clinical courses at the end of the program. The master's degree in nursing at Sentara College of Health Sciences is accredited by the Commission on Collegiate Nursing Education (https://www.aacnnursing.org/CCNE) and is approved by the Virginia Board of Nursing.

Traditional BSN and Master's Entry to Nursing Practice Programs:
For applicants who are not registered nurses, there are two (2) options to pursue an education to become a registered nurse: the Traditional BSN Program or the Master's Entry to Nursing Practice Program (applicants must have a bachelor degree to apply for the MSN program). The foundational curricula for both tracks are composed of lecture (live or online), skills laboratory experiences, clinical simulation, and clinical experiences in all major nursing specialty areas, including medical surgical, psychiatric, maternal-newborn, and pediatrics.

Traditional BSN students begin in the 200-level courses with foundational courses, such as pathophysiology and health assessment. They enter the 300-level courses and take acute care theory and clinical, maternal-newborn and women's health theory and clinical, pharmacology, chronic care theory and clinical, a nursing elective, and professional nursing. The 400-level courses begin with high acuity nursing, population health, nursing care of specialty patients, and evidence-based nursing practice. The final semester covers issues and trends in nursing, nursing leadership, and the senior preceptorship. Pediatric and mental health theory and clinical are integrated throughout the curriculum.

Students in the MENP Program will complete coursework in the major nursing specialty areas and courses on healthcare, advanced pathophysiology, advanced health assessment, advanced pharmacology, population health, disease management and clinical outcomes, nursing leadership, translational scholarship, and health policy. The final two (2) clinical courses will focus on clinical nursing leadership.

Nursing courses are offered in various modalities, including online, hybrid, and face to face. Skills lab and simulation experiences take place on-site at the Chesapeake campus. Clinical experiences are offered at Sentara and non-Sentara hospitals and various healthcare agencies in the greater Hampton Roads area. Traditional BSN Program graduates are awarded a Bachelor of Science in Nursing Degree. Master's Entry to Nursing Practice graduates are awarded a Master of Science in Nursing Degree. Graduates from both programs are eligible to apply to take the state board exam, the NCLEX-RN. Licensure is required to work in the profession as a nurse.

RN to BSN and Master's Clinical Nurse Leader Programs:
The RN to BSN Online Program was created in response to evolving changes in nursing and in healthcare requiring registered nurses to obtain a Bachelor of Science Degree. Sentara College recognizes the importance of offering a program that accommodates the working individual and therefore offers an online program. This program is part-time, at a pace that is suitable for the student's schedule. The student must present a current unencumbered registered nursing license. RN to BSN students are awarded 48 advanced placement credits, with 24 awarded following NUR 330: Transition to Professional Practice, and 24 awarded following NUR 430: Senior Capstone. In addition, there are specific general education requirements that must also be met.

Students in the MSN Clinical Nurse Leader Program will complete graduate courses on healthcare, advanced pathophysiology, advanced health assessment, advanced pharmacology, population health, disease management and clinical outcomes, nursing leadership, translational scholarship, and health policy. The final two (2) clinical courses will focus on clinical nursing leadership, with final practicum being a precepted clinical immersion. Graduates of this program receive a Master of Science in Nursing Degree. This program is part-time, at a pace that is suitable for the student's schedule.

Surgical Technology (ST) Program
The ST Program incorporates both traditional on-campus (residential) and distance learning (blended; full distance education) delivery within its courses. This full-time, daytime program is offered once a year in August. Didactic instruction includes courses including medical ethics, medical terminology, principles of sterility controls, professional development, surgical techniques, surgical procedures, infection control, patient care and concepts, technological sciences, and instrumentation. Lab instruction includes fundamental procedures, surgical technique, basic surgical skills

development, and individualized care of the surgical patient. The clinical component of the program gives the student extensive supervised hands-on learning. It is required that applicants possess basic computer skills, have excellent eye-hand coordination, and sharp memory skills.

The surgical technologist is a crucial member of the surgical team, consisting of the surgeon, surgical assistant, and registered nurse circulator. This individual is responsible for working with the surgical team to prepare the operating room with equipment, instruments, and supplies for the surgical procedure, anticipating and providing for the needs of the surgeon, managing the surgical field, and preparing instruments for reprocessing. The surgical technologist must be accurate and set high standards of practice. This person must be adaptable to changing technology in a fast-paced environment. Individuals who choose a career in surgical technology are deeply committed to quality patient-focused care and working as a team member in a highly specialized area.

Graduates of the program receive an Associate of Applied Science Degree with a concentration in Surgical Technology and are eligible to take the National Certification Exam administered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Taking this exam is a requirement for completing the program.

2026–2027 SENTARA COLLEGE AT BATTEN UNIVERSITY ACADEMIC CALENDAR

The full academic calendar can be found at https://www.batten.edu/academics/academic-calendar.

Fall 2026 Session

Aug 21	August Orientation for First Year Students begins
Aug 22	New Resident Transfer Students arrive
Aug 22	Transfer Student Orientation
Aug 23	Residence Halls open for returning students
Aug 24	Classes begin – Traditional and Term A
Aug 27	Last day of Add/Drop *(RNBSN, MS, and PCT Programs)*
Aug 28	Last day of Add/Drop period
Sept 3	Founders Day Convocation
Sept 7	Labor Day (no classes held)
Sept 22	Last day for dropping a Term A course with automatic W *(RNBSN*, MS, and PCT Programs)*
Oct 1–23	Advising Weeks for Spring Registration
Oct 2–4	Homecoming/Family Weekend
Oct 11	Term A Classes End *(RNBSN, MS, and PCT Programs)*
Oct 12–13	Fall Break (Evening & Weekend classes will not meet)
Oct 19	Term B Classes Begin *(RNBSN, MS, and PCT Programs)*
Oct 22	Last day for of Add/Drop *(RNBSN*, MS, and PCT Programs)*
Oct 26	Advance Registration for Spring Semester begins
Nov 6	Last day for dropping a course with automatic W
Nov 16	Last day for dropping a Term B course with automatic W *(RNBSN*, MS, and PCT Programs)*
Nov 25–27	Thanksgiving Holiday
Nov 30	Classes resume
Dec 4	Academic Symposium (classes held)
Dec 4	Last day of classes – Traditional and Term B
Dec 5	Finals Prep Day
Dec 7–10	Final Examinations – Traditional
Dec 10	Residence halls close at 5:00 p.m.
Dec 12	Winter Commencement

December Term 2026

Dec 7	December Term begins
Dec 10	Last day of Add/Drop for December Term
Jan 6	Last day for dropping a December Term course with automatic W
Jan 24	Last day of Classes

January Term 2027

Jan 3	Residence Halls open for January Term
Jan 4	January Term begins
Jan 5	Last day of Add/Drop for January Term
Jan 12	Last day for dropping a January Term course with automatic W
Jan 18	Martin Luther King, Jr. Day *(No classes meet; Faculty offer alternative assignments)*
Jan 22	Last day of Classes

Spring 2027 Session

Jan 21	New Resident First Year and Resident Transfer Students Arrive
Jan 22	New Student Orientation
Jan 24	Residence Halls open for returning students
Jan 25	Classes begin – Traditional and Term A
Jan 28	Last day of Add/Drop *(RNBSN, MS, and PCT Programs)*
Jan 29	Last day of Add/Drop period
Mar 1 - Apr 2	Advising Weeks for Fall Registration
Mar 14	Term A Classes End *(RNBSN, MS, and PCT Programs)*
Mar 15 - 19	Spring Break
Mar 22	Classes resume and Term B Classes Begin *(RNBSN, MS, and PCT Programs)*
Mar 25	Last day of Add/Drop period *(RNBSN, MS, and PCT Programs)*
Mar 29	Advance Registration for Summer & Fall begins
Mar 29	Easter Monday Holiday (Monday labs meet another day - TBA)
Apr 2 - Apr 4	Spring Alumni Weekend
Apr 9	Last day for dropping course with automatic W
Apr 19	Last day for dropping a Term B course with automatic W *(RNBSN*, MS, and PCT Programs)*
Apr 30	Academic Symposium (no classes held)
Apr 30	Spring Honors Convocation
May 7	Last day of Classes
May 8	Finals Prep Day
May 9	Last day of Classes *(RNBSN, MS, and PCT Programs)*
May 10 - 13	Final Examinations – Traditional
May 13	Residence halls close at 5:00 p.m., except for graduates
May 14	SCOHS Nursing Pinning Ceremony
May 14	BHC Capstone Ceremony
May 14	Baccalaureate
May 15	Spring Commencement

Summer 2027 Session

Summer Term 1	
May 24	Summer Term 1 Classes Begin
May 25	Last day of Add/Drop period – Summer Term 1
June 1	Last day for dropping a course with automatic W – Summer Term 1
June 18	Summer Term 1 Classes End
Summer Term 2	
May 24	Summer Term 2 Classes Begin
May 28	Last day of Add/Drop period – Summer Term 2
June 18	Juneteenth (Observed, no classes held)
July 5	Independence Day (Observed, no classes held)
July 14	Last day for dropping a course with automatic W – Summer Term 2
August 13	Summer Term 2 Classes End
Summer Term 3	
July 6	Summer Term 3 Classes Begin
July 8	Last day of Add/Drop period – Summer Term 3
July 23	Last day for dropping a course with automatic W – Summer Term 3
Aug 13	Summer Term 3 Classes End
Summer Term A	
May 17	Summer Term A Classes Begin

May 21	Last day of Add/Drop period – Summer Term A
June 18	Last day for dropping a course with automatic W – Summer Term A
July 3	Summer Term A Classes End
Summer Term B	
July 5	Summer Term B Classes Begin
July 9	Last day of Add/Drop period – Summer Term B
Aug 6	Last day for dropping a course with automatic W – Summer Term B
Aug 22	Summer Term B Classes End

***** For the RN to BSN Program's NUR 430, the last day to drop the course with an automatic W will depend on which session you take the course. For more information, please contact the Office of the Registrar.

CONSUMER DISCLOSURE

Data from Academic Year 2024-2025

Student Achievement for all programs as reported to the Accrediting Bureau of Health Education Schools (ABHES).

Program	Placement Rate	Retention Rate	Certification/License Rate
Master of Science in Nursing - Master's Entry to Nursing Practice	70%	88%	100%
Master of Science in Nursing - Clinical Nurse Leader	100%	75%	(Students are licensed)
Bachelor of Science in Nursing - Traditional	71%	95%	100%
Bachelor of Science in Nursing - Traditional (Joint Program Sentara College and Batten University)	100%	83%	100%
Bachelor of Science in Nursing - RN to BSN	100%	89%	(Students are licensed)
Associate of Applied Science in Cardiovascular Technology - Adult Echocardiography	86%	82%	100%**
Associate of Applied Science in Cardiovascular Technology - Cardiac Electrophysiology	100%	80%	100%**
Associate of Applied Science in Cardiovascular Technology - Invasive Cardiovascular Technology	75%	60%	100%**
Associate of Applied Science in Cardiovascular Technology - Non-invasive Vascular Sonography	71%	100%	100%**
Associate of Applied Science in Cardiovascular Technology - Surgical Technology	100%	76%	100%**
Certificate in Cardiovascular Electrophysiology	100%	67%	(Licenses are not required)
Certificate in Medical Assistant	86%	70%	100%**
Certificate in Monitor Surveillance	70%	69%	(Licenses are not required)
Certificate in Patient Care Technician	70%	88%	90%**

Student Achievement for all programs as reported to the Accrediting Bureau of Health Education Schools (ABHES).

For the BSN Program, the pass rate for the NCLEX exam for the nursing program (required by the Virginia Board of Nursing) for calendar year 2025 was 87%.

Benchmark rate for Placement, Retention, and License is 70%.

**Certification rate

Key:

1. **Placement Rate** - The percent of graduates (who graduated between July 1, 2024 and June 30, 2025) who are placed in the related field of study by December 1st of the year following graduation. This rate is calculated by taking the total number of graduates placed divided by the total number of graduates minus the number of graduates unavailable for placement due to medical issues, active duty military service, or continuing education.
2. **Retention Rate** - The percent of students who are retained in the program during the identified academic year. This rate is calculated by the enrollment (as of June 30) plus graduates divided by beginning enrollment (as of July 1) plus new starts and readmits.
3. **License Rate** - The percent of students who pass the licensure exam. Percentages are rounded to the nearest whole number.

NCLEX Passing Rates for Nursing Programs, Calendar Years 2021-2025

Program	2021	2022	2023	2024	2025
Master of Science in Nursing - Master's Entry to Nursing Practice	100%	96%	100%	95%	96%
Bachelor of Science in Nursing - Traditional	90%	87%	98%	86%	87%

NCLEX Passing Rates for Nursing Programs as reported to the Virginia Board of Nursing.

Key:

1. Percentages are rounded to the nearest whole number.

NCLEX Passing Rates for Nursing Programs as reported to the Virginia Board of Nursing
Note: Calendar year 2025; Percentages are rounded to the nearest whole number.

Master of Science in Nursing - Entry to Nursing Practice	First Timers
Total Delivered	26
Total Passed	25
Total Failed	1
Total On Hold	0
Total Pass Rate	96.15%
Bachelor of Science in Nursing - Traditional	**First Timers**
Total Delivered	91
Total Passed	79
Total Failed	12
Total On Hold	0
Total Pass Rate	86.81%

Completion Rates by Academic Program, Calendar Years 2022-2025
This data is presented as reported to the Commission on Collegiate Nursing Education (CCNE).
Note: The Master of Science in Nursing includes Clinical Nurse Leader and Entry to Nursing Practice tracks. The Bachelor of Science in Nursing includes the Traditional BSN and RN to BSN tracks.

Master of Science in Nursing (Calendar Year = January 1 - December 31)	Started	Graduated	Rate
Classes of 2025	32	29	90.63%
Classes of 2024	30	23	76.67%
Classes of 2023	25	19	76.00%
Classes of 2022	34	30	88.24%
Bachelor of Science in Nursing (Calendar Year = January 1 - December 31)	**Started**	**Graduated**	**Rate**
Classes of 2025	86	80	93.02%
Classes of 2024	98	83	84.69%
Classes of 2023	105	87	82.86%
Classes of 2022	113	91	80.53%

Nursing Employment Rates by Academic Program Using CCNE Methodology

Program	2022-2023	2023-2024	2024-2025
Master of Science in Nursing	100%	100%	100%
Bachelor of Science in Nursing	100%	100%	100%

Employment rates are calculated based on survey respondents, rather than based on number of students who have completed the program. CCNE does not limit employment data to employment in nursing (employment in any field may be included when calculating the employment rate). Graduates who elect not to seek employment are not included in the calculation.

CVT Student Success Data Using CAAHEP Methodology

Placement Rate				
Program	**2023**	**2024**	**2025**	**3 Year Avg.**
Associate of Applied Science in Cardiovascular Technology - Adult Echocardiography	100%	100%	100%	100%
Associate of Applied Science in Cardiovascular Technology - Cardiac Electrophysiology	80%	100%	91%	90%
Associate of Applied Science in Cardiovascular Technology - Invasive Cardiovascular Technology	86%	100%	92%	93%
Associate of Applied Science in Cardiovascular Technology - Non-invasive Vascular Sonography	100%	75%	93%	89%
Academic Certificate in Cardiovascular Electrophysiology	50%	71%	100%	74%
Graduation Rate				
Program	**2023**	**2024**	**2025**	**3 Year Avg.**
Associate of Applied Science in Cardiovascular Technology - Adult Echocardiography	63%	83%	78%	75%
Associate of Applied Science in Cardiovascular Technology - Cardiac Electrophysiology	100%	67%	92%	86%
Associate of Applied Science in Cardiovascular Technology - Invasive Cardiovascular Technology	100%	33%	87%	73%
Associate of Applied Science in Cardiovascular Technology - Non-invasive Vascular Sonography	75%	80%	78%	78%
Academic Certificate in Cardiovascular Electrophysiology	80%	50%	78%	69%
National Exam Pass Rate				
Program	**2023**	**2024**	**2025**	**3 Year Avg.**
Associate of Applied Science in Cardiovascular Technology - Adult Echocardiography	100%	100%	100%	100%
Associate of Applied Science in Cardiovascular Technology - Cardiac Electrophysiology	100%	100%	100%	100%
Associate of Applied Science in Cardiovascular Technology - Invasive Cardiovascular Technology	100%	100%	100%	100%
Associate of Applied Science in Cardiovascular Technology - Non-invasive Vascular Sonography	100%	100%	100%	100%
Academic Certificate in Cardiovascular Electrophysiology	(Students are licensed)	(Students are licensed)	(Students are licensed)	n/a

All data presented here was reported to JRC/CVT - CAAHEP in December 2025.

Key:

1. **Placement Rate** - The percentage of graduates who are placed in the related field of study by August 11th of the year following graduation. (It may take 3-5 months for our graduates to actually get placed, so this represents only the three months after graduation.) This rate is calculated by taking the total number of graduates placed divided by the total number of graduates minus the number of graduates unavailable for placement due to medical issues, active duty military service, or continuing education.
2. **Graduation Rate** - Total students in the class who have been reported as graduates to date.
3. **National Exam Pass Rate** - The total percentage of graduates who pass the licensure or certification exam on their first or subsequent attempts.

Student Success Data - Surgical Technology Program Using CAAHEP Methodology

Associate of Applied Science in Surgical Technology	2022	2023	2024	3 Year Avg.
Placement Rate	67%	100%	89%	85%
Retention Rate	43%	85%	100%	76%
National Exam Pass Rate	33%	82%	67%	61%

All data presented here was reported to ARCSTSA - CAAHEP in July 2025.

Key:

1. **Placement Rate** - The percent of graduates who are placed in the related field of study by August 11th of the year following graduation. (It may take 3-5 months for our graduates to actually get placed, so this represents only the 3 months after graduation.) This rate is calculated by taking the total number of graduates placed divided by the total number of graduates minus the number of graduates unavailable for placement due to medical issues, active duty military service, or continuing education.
2. **Retention Rate** - Percentage of student who are retained in the program.
3. **National Exam Pass Rate** - The total percentage of graduates who pass the licensure or certification exam on their first attempt.

SENTARA COLLEGE OF HEALTH SCIENCES AT BATTEN UNIVERSITY
COURSE DESCRIPTIONS

The number for the courses typically reflects the level of course that is offered. The higher the number, the more complex and comprehensive the concepts presented. One hundred-level courses are typically taken in the first year, 200-level courses in the second year, 300-level courses in the third year, 400-level courses in the fourth year, and 500-/600-level courses in the graduate programs.

Allied Health Courses

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

AHS 101: Medical Law and Ethics
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All required prerequisite courses
Corequisites: None
This 16-week online course focuses on the legalities and ethical behaviors associated with the healthcare environment. Emphasis is placed on the healthcare worker's legal and ethical responsibilities, fundamentals of the law and the court system as they pertain to healthcare, and current legal and ethical issues in the field of medicine.

AHS 102: Introduction to Healthcare
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: **All required prerequisite courses**
Corequisites: None
This 16-week online course is a foundational course for entry-level healthcare professionals. Emphasis is placed on the structure and functions of today's healthcare environment, individual and healthcare workplace safety, written and verbal communication, and cultivating a professional presence in today's multicultural healthcare environment.

AHS 120: Medical Terminology
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All required prerequisite courses
Corequisites: None
This 16-week online course focuses on the language of healthcare and medicine. Content is presented using a systems approach to analyze medical terms as related to the basis of root words, word structure, prefixes, and the special vocabulary of specific human biological systems.

Cardiovascular Technology Courses

CVT 100: Rhythm Analysis
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisite courses
Corequisites: None
This 8-week hybrid course introduces the principles of electrocardiography and basic ECG rhythm recognition.

CVT 101: Cardiovascular Anatomy and Physiology
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisite courses
Corequisites: None
This 16-week hybrid course examines the correlations between the structures and functions of the cardiovascular system. The mechanisms for maintaining homeostasis within the cardiovascular system will be investigated through examination of the flow of information that coordinates cardiovascular function.

CVT 105: Beginner Ultrasound Physics and Instrumentation
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisite courses
Corequisites: None
This 16-week hybrid course will introduce the principles of ultrasound physics and instrumentation. Content will cover B-mode ultrasound, knobology, the Doppler technique, sound waves, optimization, ergonomics and artifacts.

CVT 110: Concepts of Aseptic Technique for CVT
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisite courses
Corequisites: CVT 111
This is a 16-week hybrid course that focuses on the theory of sterile fields, maintaining, and working within a sterile field, and the processes and safety guidelines for the prevention of contamination from pathogens.

CVT 111: Concepts of Aseptic Technique for CVT Lab
Credit hours: 2 (90 lab, 1 homework hour/week) – Delivery: Residential
Prerequisites:
Corequisites: CVT 110
This is a 16-week on-site lab course that provides in-depth demonstration and student participation in the procedural setting. The course emphasizes developing an understanding of the principles of infection control, aseptic technique, and the process of maintaining a sterile field in the procedural area.

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

CVT 151: Advanced Ultrasound Physics and Instrumentation
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All previous freshman level courses
Corequisites: None
This 16-week hybrid course is designed to expand the information learned in Intermediate Ultrasound Physics and provide new information regarding theory and operation of diagnostic ultrasound equipment.

CVT 160: Pharmacology for CVT
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman-level courses
Corequisites: None
This 16-week hybrid course provides an overview of the pharmacologic agents associated with invasive procedures in the electrophysiology and cardiac catheterization laboratories. Emphasis is placed on drug therapies related to invasive cardiac procedures and physiologic states, medication administration, and professional practice of the CVT related to the administration of pharmacological agents.

CVT 299: Capstone
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All first semester sophomore level courses and EP 220, or ECH 220, or INV 220, or PVT 220
Corequisites: None
This 8-week hybrid course focuses on the transition from the academic environment to a professional career through reflection on competence, professionalism, and readiness to contribute meaningfully in the field of cardiovascular technology.

Adult Echocardiography Courses

ECH 100: Fundamentals of Echocardiography
Credit hours: 5 (75 lecture hours, 10 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman-level courses
Corequisites: ECH 111, ECH 112
This 16-week hybrid course introduces the basic concepts of cardiac anatomy and physiology, instrumentation, techniques, and calculations required to image the heart by ultrasound.

ECH 111: Echocardiography Procedures Lab I
Credit hours: 4 (180 lab, 2 homework hours/week) – Delivery: Residential
Prerequisites: All first semester freshman-level courses
Corequisites: ECH 100, ECH 112
This 16-week lab course introduces students to the hands-on component of cardiac ultrasound imaging. Basic concepts taught in this course include: ergonomics, acquisition of images, assessment of the cardiac structure and function, and the nuances of the ultrasound machine.

ECH 112: Echocardiography Clinical Rotation I
Credit hours: 3 (135 clinical hours) – Delivery: Residential
Prerequisites: All first semester freshman-level courses
Corequisites: ECH 100, ECH 111
This 8-week clinical course provides an opportunity to perform the duties of an Echocardiography technologist in a precepted clinical setting.

ECH 212: Echocardiography Clinical Rotation II
Credit hours: 9 (405 clinical hours) – Delivery: Residential
Prerequisites: All freshman-level courses
Corequisites: ECH 215
This 16-week clinical course explores the evaluation of cardiac disease by ultrasound with a focus on the identification of hemodynamics of abnormal cardiac pathologies, and the completion of adult echocardiography studies to include the generation of preliminary reports.

ECH 215: Fundamentals of Echocardiography II
Credit hours: 4 (60 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All freshman-level courses
Corequisites: ECH 212
This 16-week hybrid course builds upon the foundational principles established in Fundamentals of Echocardiography I. This course applies echocardiographic imaging principles in the assessment of cardiac disease, including cardiac structure, function, and hemodynamic response.

ECH 220: Echocardiography Professional
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All first semester sophomore-level courses
Corequisites: ECH 222
This 8-week hybrid course examines the process for cardiac accreditation, guidelines of performing an echo, and discover resources and requirements for staying abreast of emerging techniques and assessments. It provides the student with an opportunity to mentor new echo students in the skills lab and role-model professionalism, communication, and collaboration. This course will implement several core competencies of critical thinking, humanistic caring and relationships, management, leadership, and knowledge integration related to clients receiving diagnostic testing. At the completion of the course the sonographer will be able to perform a study with adaptation.

ECH 222: Echocardiography Clinical Rotation III
Credit hours: 9 (405 clinical hours) – Delivery: Residential
Prerequisites: All first semester sophomore-level courses
Corequisites: ECH 220
This 16-week clinical course explores the assessment of cardiac disease in the clinical setting with a focus on the evaluation of hemodynamics of abnormal cardiac pathologies, and the completion of adult echocardiography studies to include generation of preliminary reports.

Cardiac Electrophysiology Courses

EP 105: Invasive Procedures for EP
Credit hours: 2 (30 lecture hours, 4 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman-level courses
Corequisites: EP 106
This 16-week hybrid course provides an introduction to diagnostic techniques utilized in the cardiac catheterization and cardiac electrophysiology laboratories. Emphasis will be placed on communication, electrophysiology procedures, x-ray theory and safety, equipment in the lab, and development of electrophysiology lab skills.

EP 106: Invasive Procedures for the EP Skills Lab
Credit hours: 2 (90 lab hours, 1 homework hour/week) – Delivery: Residential
Prerequisites: All first semester freshman-level courses
Corequisites: EP 105
This 16-week on-site skills lab course will demonstrate pre-procedural processes, equipment set-up, and steps utilized for specific cardiac and electrophysiology procedures. Basic techniques for scrubbing and therapeutic communication are emphasized.

EP 115: Introduction to Cardiac Devices
Credit hours: 5 (75 lecture hours, 10 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman-level courses
Corequisites: None
This 16-week hybrid course correlates electrophysiology concepts with the foundation and theory of cardiac devices.

EP 125: Introduction to Intracardiac EGMs
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman level courses
Corequisites: None
This 8-week hybrid course introduces diagnostic cardiac electrophysiology studies, equipment, and intracardiac signals.

EP 150: Foundations of Cardiac Electrophysiology
Credit hours: 6 (90 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: None
Corequisites: None
This 16-week online course focuses on the foundational theory and knowledge of cardiac electrophysiology.

EP 160: Concepts of Cardiac Electrophysiology Studies
Credit hours: 5 (75 lecture hours, 10 homework hours/week) – Delivery: Full Distance Education
Prerequisites: EP 150
Corequisites: None
This 16-week online course focuses on more advanced theory and knowledge of cardiac electrophysiology studies.

EP 170: Concepts of Cardiac Devices
Credit hours: 5 (75 lecture hours, 12.5 homework hours/week) – Delivery: Full Distance Education
Prerequisites: EP 160
Corequisites: None
This 12-week online course focuses on the foundation and theory of cardiac devices.

EP 205: EP Diagnostic Procedures
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All freshman-level courses
Corequisites: EP 212
This 16-week hybrid course provides the student with the science and foundations of cardiac electrophysiology testing, focusing on specific arrhythmias.

EP 212: EP Clinical Rotation I
Credit hours: 10 (450 clinical hours) – Delivery: Residential
Prerequisites: All freshman-level courses
Corequisites: EP 205
This 16-week clinical course provides opportunities to perform in the scrub role during device implants and cardiac catheter ablations.

EP 220: Therapeutic Procedures
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Delivery: Blended
Prerequisites: All first semester sophomore-level courses
Corequisites: EP 222
This 8-week hybrid course introduces advanced concepts of cardiac electrophysiology procedures, with a focus on ablation physics, 3-D mapping technologies, procedural endpoints to different pathophysiologies, and procedures in the cardiovascular hybrid OR.

EP 222: EP Clinical Rotation II
Credit hours: 10 (450 clinical hours) – Delivery: Residential
Prerequisites: All first semester sophomore-level courses
Corequisites: EP 220
This is a 16-week clinical course focusing on ablation physics and therapeutic cardiac electrophysiology (EP) procedures.

Invasive Cardiovascular Technology Courses

INV 100: Invasive Procedures I
Credit hours: 4 (60 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman-level courses
Corequisites: INV 111, INV 112
This 16-week hybrid course will introduce the student to the principles of diagnostic cardiac catheterization. The course will provide the student with the knowledge necessary to assist the cardiologist in the diagnostic catheterization procedures. Students will be exposed to the indications, contraindications, and complications of invasive cardiovascular

procedures. Vascular access and closure will be explored as well as the concepts of cardiac angiography. The theories of x-ray production and protection will be discussed and an introduction to invasive hemodynamic waveform analysis will be provided. Students will be presented with the pathophysiology of cardiovascular disease as well as the analysis of the 12-lead ECG.

INV 111: Invasive Procedures Lab I
Credit hours: 1 (45 lab, 0.5 homework hours/week) – Delivery: Residential
Prerequisites: All first semester freshman-level courses
Corequisites: INV 100, INV 112
This 16-week on-site lab course provides an introduction to the diagnostic procedures performed in the cath lab. Students will demonstrate appropriate aseptic technique, surgical scrub, donning surgical gowns and gloves, patient preparation and draping, and angiographic equipment set-up.

INV 112: Invasive Clinical Rotation I
Credit hours: 5 (225 clinical hours) – Delivery: Residential
Prerequisites: All first semester freshman-level courses
Corequisites: INV 100, INV 111
This 16-week clinical course provides students with hands-on application in the clinical setting of a cardiac catheterization laboratory. Students will learn to scrub during diagnostic and interventional procedures.

INV 200: Invasive Procedures II
Credit hours: 6 (90 lecture hours, 12 homework hours/week) – Delivery: Blended
Prerequisites: All freshman-level courses
Corequisites: INV 212
This 16-week hybrid course provides the student with the background necessary to understand the pathophysiology, hemodynamics, and treatments of acquired and congenital cardiovascular disease.

INV 212: Invasive Clinical Rotation II
Credit hours: 10 (450 clinical hours) – Delivery: Residential
Prerequisites: All previous freshman level courses
Corequisites: INV 200
This 16-week clinical course provides hands-on application in the clinical setting of a cardiac catheterization laboratory. The focus of this course is to perform in the circulator role during a diagnostic cardiovascular procedure and the scrub role during an interventional cardiovascular procedure.

INV 220: Invasive Procedures III
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All first semester sophomore-level courses
Corequisites: INV 222
This 16-week hybrid course is designed to introduce the student to advanced concepts of interventional cardiology. Advanced concepts include Percutaneous Transluminal Angioplasty (PTA) and Percutaneous Coronary Intervention (PCI). In addition, advanced interventional technologies will be introduced including: Intra-Aortic Balloon Pump Therapy (IABP), Intravascular Ultrasound (IVUS), Fractional Flow Reserve (FFR), Rotational Atherectomy, and thrombectomy.

INV 222: Invasive Clinical Rotation III
Credit hours: 10 (450 clinical hours) – Delivery: Residential
Prerequisites: All first semester sophomore-level courses
Corequisites: INV 220
This 16-week clinical course provides students with hands-on application in the clinical setting of a cardiac catheterization laboratory. Students will learn to assist during diagnostic and interventional cardiac and vascular procedures. There will be a continual emphasis on the development of skills in organization, critical thinking, problem solving, and clinical judgment.

Non-Invasive Vascular Sonography Courses

PVT 100: Introduction to Peripheral Vascular Technology
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All first semester freshman-level courses
Corequisites: PVT 111
This 16-week hybrid course provides the knowledge of gross anatomy of the central, peripheral, and cerebrovascular systems, principles of the dynamics of blood circulation in the human body, the factors that influence blood flow, and hemodynamic consequences of occlusive disease. The anatomic and hemodynamic knowledge needed to perform an upper and lower physiologic arterial exam and a duplex ultrasound examination of the extracranial arteries are taught. The pertinent anatomy, risk factors for occlusive disease, and test indications are emphasized. Image and flow abnormalities are stressed, including waveform analysis. Various diagnostic modalities are distinguished. Disease processes are correlated with ultrasound findings and synthesized in preliminary reports.

PVT 111: Peripheral Vascular Technology Procedures Lab I
Credit hours: 6 (270 lab hours, 3 homework hours/week) – Delivery: Residential
Prerequisites: All first semester freshman-level courses
Corequisites: PVT 100
This is a 16-week on-site skills lab course. Fundamental ultrasound imaging equipment will be used in order to obtain anatomic images and hemodynamic data from the cerebrovascular system and lower extremity veins for exam interpretation.

PVT 115: Vascular Anatomy and Physiology
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisite courses
Corequisites: None
This 16-week hybrid course will provide students with an in-depth knowledge of the anatomic and physiologic features of the vascular system.

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

PVT 212: Peripheral Vascular Technology Clinical Rotation I
Credit hours: 10 (450 clinical hours) – Delivery: Residential
Prerequisites: All freshman-level courses.
Corequisites: PVT 200
In this 16-week clinical course students will be expected to achieve and demonstrate competency in the performance of lower arterial physiological testing and cerebrovascular duplex testing.

PVT 220: Peripheral Vascular Technology III
Credit hours: 1 (15 lecture hours, 2 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first semester sophomore-level courses.
Corequisites: PVT 222.
This 8-week online course covers the anatomic and hemodynamic knowledge needed to perform a duplex examination of the aorta-iliac, renal, mesenteric, hepatoportal, and penile vessels. Transcutaneous oximetry, laser Doppler, and statistical correlation techniques are introduced. The implications of infectious diseases will be analyzed as it relates to the care of the patient and the environment.

PVT 222: Peripheral Vascular Technology Clinical Rotation II
Credit hours: 11 (495 clinical hours) – Delivery: Residential
Prerequisites: All first semester sophomore-level courses
Corequisites: PVT 220
This 16-week clinical course will aid students in demonstrating competency in the performance of the duplex ultrasound examination of the lower extremity venous system. The student will have the opportunity to observe all types of non-invasive studies in the peripheral vascular laboratory, and may be given the opportunity to participate in upper venous, aortic, mesenteric, and renal artery duplex ultrasonography.

PVT 250: Peripheral Vascular Technology Professional
Credit hours: 1 (15 lecture hours, 4 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first semester sophomore-level courses
Corequisites: None
This 8-week online course focuses on the role of sonographers beyond the skill of scanning. The process for vascular technology accreditation, guidelines of performing vascular studies, billing, and insurance aspects are investigated. In addition, resources and requirements for staying abreast of emerging techniques and assessments will also be discovered.

Nursing Courses

NUR 001: Steps to Success in Nursing
Credit Hours: None
This course is designed to provide one-on-one counseling and academic support to students who have been unsuccessful in a course the previous semester. A personalized development plan with achievable milestones guides the student in improving specific areas under the guidance of the academic advisor.

NUR 203: Health Assessment
Credit Hours: 3 (45 lecture hours, 6 hours homework/week) – Delivery: Blended
Prerequisites: all required prerequisite courses
Corequisites: NUR 204
This 16-week hybrid course emphasizes knowledge for nursing in the assessment of person centered data to identify the patient's response to varying states of health throughout the lifespan. This course incorporates concepts of anatomy and physiology developmental psychology, genetics, informatics, and technology, and health promotion within the context of diverse populations and social determinants of health. Principles of clinical judgment, therapeutic communication, and cultural competency are introduced throughout the course.

NUR 204: Applied Health Assessment
Credit Hours: 1 (45 contact hours, 3 homework hours/week) – Delivery: Residential
Prerequisites: all required prerequisite courses
Corequisites: NUR 203
This 16-week skills lab course focuses on the application of assessment skills to collect data that is holistic and person-centered and is grounded in nursing knowledge, anatomy and physiology, and pathophysiology. This course provides the foundation for identification of a person's response to varying states of health throughout the lifespan and the appropriate nursing care related to the assessment findings. Informatics is woven in the course through the use of technology to document assessment findings in the electronic medical record. Principles of clinical judgment, therapeutic communication, and cultural competency are introduced throughout all aspects of the assessment process.

NUR 216: Principles of Pathophysiology
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisites courses
Corequisites: None
This 16-week hybrid course integrates the concepts of chemistry, anatomy and physiology, and microbiology as they relate to pathophysiological processes. This course provides the foundational pathophysiologic knowledge for future nursing courses. The course emphasizes the disruption of cellular regulation and injury, genetic influences, elimination, tissue integrity, oxygenation, pulmonary gas exchange, circulation and perfusion, immunity, infectious processes,

pain, and sensory-perception. The clinical manifestations from pathophysiologic changes are explored. This course provides the foundational pathophysiologic knowledge for future nursing courses.

NUR 221: Foundations of Nursing
Credit Hours: 5 (75 lecture hours, 10 homework hours/week) – Delivery: Blended
Prerequisites: All required prerequisites courses
Corequisites: NUR 222
This 16-week hybrid course introduces the foundational nursing concepts built on knowledge from the arts, sciences, and humanities. These concepts provide the basis for the development of clinical judgment grounded in the nursing process and applicable to diverse populations throughout the lifespan. Focus is given to the role of the nurse pursuant to safe, ethically principled, and effective person-centered care. Social determinants that impact outcomes and influence health promotion and disease prevention are explored. Therapeutic communication and knowledge of a person's developmental stage provide the context for compassionate care delivery. The course integrates concepts of nursing care for the pediatric, adult, mental health, and elderly populations.

NUR 222: Application of Foundational Skills
Credit Hours: 3 (68 skills lab hours, 50 clinical hours, 17 simulation hours, 9 homework hours/week) – Delivery: Residential
Prerequisites: All required prerequisites courses
Corequisites: NUR 221
This 16-week clinical course focuses on the application of foundational nursing care, providing the concertina for future nursing practice. The concepts of person-centered care, safety, growth and development, legal and ethical principles, health promotion and disease prevention, therapeutic communication and quality improvement are integrated throughout course content. The nursing process provides the basis for safe skill acquisition. The use of informatics to enhance patient care and the collaborative role of the nurse in the interdisciplinary team is introduced. Nursing competency is developed in the skills laboratory, live patient environment, and simulation. Basic care principles for the pediatric, adult, mental health, and elderly populations are integrated through consideration of their unique and diverse healthcare needs.

NUR 311: Pharmacology
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All sophomore-level nursing courses
Corequisites: None
This 16-week hybrid course emphasizes the interactions of medications and their effects on the body. This pharmacology course introduces classifications of medications and their effects. Using evidence-based practice, the course integrates concepts of mechanisms of action, side effects, interactions, and safety with nursing interventions and implications. The course emphasizes legalities of administration, nursing process and safety of nursing interventions when giving patient-centered care. Special focus will be placed on mechanisms of action and the pathophysiology involved and how these affect nursing interventions. This course provides the foundational pharmacological knowledge for future nursing courses.

NUR 330: Transition to Professional Nursing Practice
Credit Hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All required prerequisites courses
Corequisites: None
This 8-week online course builds on prior nursing practice and is designed to enhance the utilization of critical thinking skills of the licensed RN transitioning to professional nursing practice at the baccalaureate level. Relevant issues and trends that are impacting professional nursing practice will be explored. Emphasis is placed on the importance of developing effective self-assessment, self-reflection, communication, and collaboration strategies. A portfolio will be created to validate the acquisition of knowledge and skills and support the achievement of baccalaureate program outcomes.

NUR 331: Nursing Informatics

Credit Hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All required prerequisites courses, NUR 330, NUR 336
Corequisites: None
This 8-week online introductory course explores the present and potential ethical impact of healthcare informatics on the discipline of nursing, the healthcare informatics on the discipline of nursing, the healthcare delivery system and the patient. The course focuses on information technologies that shape nursing practice and nursing education. Knowledge and skills necessary for identifying emerging trends and patterns and making decisions using electronic information processing research will be analyzed.

NUR 332: Pathophysiology for RNs

Credit Hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: NUR 330, NUR 336
Corequisites: None
This 8-week, online concept-based course introduces the student to alterations in normal physiologic functions. General pathophysiological concepts include altered fluid and electrolytes, altered cellular and tissue biology, mechanism of self-defense and cellular proliferation, neurologic, endocrine, cardiovascular, lymphatic, pulmonary, renal and hematological systems are discussed. Clinical manifestations of specific diseases are reviewed.

NUR 333: Health Assessment for RNs

Credit Hours: 3 (30 lecture hours, 45 hours skills lab, 13 homework hours/week) – Delivery: Full Distance Education
Prerequisites: NUR 330, NUR 336
Corequisites: None
This 8-week online course uses a systematic approach to patient history-taking, review of systems, physical examination, and documentation of findings using technological tools. Emphasis is placed on therapeutic communication with a diverse patient population while exploring spiritual and cultural considerations, and the impact of social determinants of health on patient outcomes. Developing a plan of care with interprofessional collaboration is a topic of consideration in the course. The course focuses on synthesizing prior nursing knowledge with new knowledge and skills to perform a comprehensive health assessment and provide for the safe care of individuals across the lifespan.

NUR 334: Community Nursing for RNs

Credit Hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: NUR 330, NUR 336
Corequisites: None
This 8-week online course is designed to prepare students for contemporary community and public health nursing practice in an ever-changing healthcare system. Concepts focus on the care and education of a variety of populations in varied community settings. Factors influencing the primary healthcare of communities and the impact of globalization, politics, socioeconomics, and environmental factors on the health vulnerability and resiliency of communities are examined.

NUR 336: Evidence-Based Practice for RNs

Credit Hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: NUR 330
Corequisites: None
This 8-week online course focuses on application of nursing research to promote evidence-based nursing practice. Utilizing a clinical question in the PICOT format to guide a search which yields the most relevant and best evidence from the existing literature will be discussed. An emphasis is placed on critiquing skills necessary to determine the usefulness of the available research. Methods of integrating the best evidence with the healthcare provider's expertise and patient/family preferences and values and ethics into clinical decisions will be explored. The importance of a spirit of inquiry and evaluating and disseminating the outcomes of changes based on evidence will also be examined.

NUR 338: Leadership/Management for RNs

Credit Hours: 3 (45 lecture hours, 12 homework hours/week – Delivery: Full Distance Education
Prerequisites: NUR 330, NUR 336
Corequisites: None
This 8-week online course is designed to analyze the theory and practice of nursing leadership and management. The concepts of communication and collaboration, ethics, interprofessional partnerships, delegation, cost-effective care, and system effectiveness through leadership role development and evidence-based principles are explored. This course will examine health policy and quality improvement processes necessary to deliver safe person-centered care to diverse populations.

NUR 339: Issues and Trends in Nursing

Credit Hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Full Distance Education
Prerequisites: NUR 330, NUR 336
Corequisites: None
This 8-week online course is designed to promote further development of a professional nursing identity through examination, analysis and synthesis of contemporary issues and trends and the implications on nursing practice. The course builds on prior nursing knowledge and practice and promotes critical thinking related to the broad impact of the nursing profession in today's society. Utilizing a Systems Theory framework, the varying effects of individual, cultural, societal, environmental, organizational, professional, political, and legal-ethical factors on nursing practice will be addressed during this course.

NUR 351: Nursing Care of Acute Illness Throughout the Lifespan

Credit Hours: 6 (90 lecture hours, 12 homework hours/week) – Delivery: Blended
Prerequisites: All sophomore-level nursing courses
Corequisites: NUR 352
This 16-week hybrid course introduces concepts regarding nursing care of the acutely ill patient throughout the lifespan. Integration of pediatric, adult, geriatric, and mental health nursing care principles are included. Clinical judgment and compassionate care for diverse populations are emphasized with acute care management principles. Core to the course is safe patient care delivery with an emphasis on evidence-based nursing care within an ethical framework. The collaborative role of the nurse is highlighted with the goal of improving patient outcomes by utilizing effective communication, health policy, and social determinants of health.

NUR 352: Clinical Management of Acute Illness Throughout the Lifespan

Credit Hours: 3 (16 skills lab hours, 17 simulation hours, 102 clinical hours, 9 homework hours/week) – Delivery: Residential
Prerequisites: All sophomore-level nursing courses
Corequisites: NUR 351
This 16-week clinical course is designed to develop competency in nursing care delivered to patients experiencing acute alterations in health throughout the lifespan. The course emphasizes quality outcomes based on the concepts of safety and the use of clinical judgment that is inclusive of diverse acute care needs and considers social determinants of health. The application of the nursing process, therapeutic communication, and safe psychomotor skills are central to the course. Key concepts of nursing scholarship, evidence-based practice, interprofessional collaboration, health promotion, disease prevention, healthcare technology, and introductory aspects of nursing leadership are integrated. The professional role of the nurse is emphasized through incorporating advocacy, ethical standards, compassionate care, and consideration of personal well-being. Pediatrics, geriatrics, and mental health nursing are integrated into the course to promote a comprehensive approach toward diverse populations.

NUR 353: Foundations of Maternal-Newborn and Women's Health Nursing

Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All sophomore-level nursing courses
Corequisites: NUR 354
This 16-week hybrid course introduces students to evidence-based nursing care related to maternal-newborn and women's health. Clinical judgment provides the foundation for clinical decision-making regarding the unique healthcare needs of women and newborns. Emphasis is placed on the role of the nurse in partnership with the interprofessional team to provide high-quality care to women throughout their lifespan. The influence of public policy and regulation on women's

health outcomes are examined. The course offers a family-centric approach; integrating the concepts of ethics, diversity, holism, safety, health promotion and disease prevention, for women and newborns to promote quality outcomes.

NUR 354: Clinical Management of the Maternal-Newborn and Women's Health Patient
Credit Hours: 1 (4 skills lab hours, 6 simulation hours, 35 clinical, 3 homework hours/week) – Delivery: Residential
Prerequisites: All sophomore-level nursing courses
Corequisites: NUR 353
This 16-week clinical course focuses on caring for the maternal-newborn population using the nursing process and evidence-based practice. The course addresses health promotion, disease prevention and management, interprofessional teamwork, information technology, and the concept of family-centered teaching and learning related to maternal-newborn care. Emphasis is placed on meeting the physical, cultural, spiritual, psychological, the social determinants of health, the legal, and ethical needs of this population.

NUR 356: Professional Nursing and Emerging Trends
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first semester junior-level nursing courses
Corequisites: None
This 16-week online course explores the history of nursing, and its impact on healthcare. It provides a basis for understanding the evolving social, economic, and political factors affecting nursing. A primary focus is the legal and ethical issues in professional practice. The course promotes accountability by exploring core values, principles based on ethical practice, and legal aspects for nursing practice. Emphasis is placed on the essential role that the professional nurse and professional organizations have in healthcare.

NUR 361: Nursing Care of Chronic Illness Throughout the Lifespan
Credit Hours: 6 (90 lecture hours, 12 homework hours/week) – Delivery: Blended
Prerequisites: All first semester junior-level nursing courses
Corequisites: NUR 362
This 16-week hybrid course introduces evidence-based medical-surgical nursing care for chronically ill patients across the lifespan. It builds on foundational knowledge of the nursing process and clinical judgment, integrating pediatric, geriatric, and mental health principles throughout chronic illness management. Key components include prevention, care coordination, and rehabilitation strategies. The course reinforces compassionate, relationship-based care and applies core competencies in informatics, quality and safety, and interprofessional collaboration, person-centered, and systems-based nursing practice.

NUR 362: Clinical Management of Chronic Illness Throughout the Lifespan
Credit Hours: 3 (16 skills lab hours, 17 simulation hours, 102 clinical, 9 homework hours/week) – Delivery: Residential
Prerequisites: All first semester junior-level nursing courses
Corequisites: NUR 361
This 16-week clinical course focuses on developing clinical judgment in the nursing care for individuals experiencing chronic illness. Development and application of evidence-based knowledge, including social determinants of health that influence chronic conditions, is incorporated. Emphasis is placed on interprofessional collaboration, health promotion, disease prevention, and the use of healthcare technology. The nursing role, including self-care, reflective practice, ethical decision-making, and advocacy, is explored. The course promotes compassionate care delivered equitably for diverse populations. Pediatric nursing and mental health nursing are integrated within the course.

NUR 395: Special Topics in Nursing - Perioperative Nursing
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All sophomore courses
Corequisites: None
This 16-week online course examines the evidence-based practice for perioperative patient care. The role of the nurse across the surgical continuum centers on safety and quality to promote optimal patient outcomes. Information management emphasizes nursing documentation of patient care. The perioperative work environment's risks and hazards to the surgical team and patients are explored through the lens of legal and regulatory standards.

NUR 397: Special Topics in Nursing - Transforming Care through Integrated Nursing Practice
Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first-semester junior level course
Corequisites: None
This 16-week online course examines the integrated role of the nurse in today's healthcare system. Special emphasis is placed on Continuous Quality Improvement (CQI), Health Policy, Systems-Based Practice, and Health Information Technology (HIT), all relative to patient care outcomes. Continuous Quality Improvement is interwoven throughout the key course concepts, as it serves as the foundation for the implementation of change initiatives. How health policy and regulation impact clinical practice, organizational processes, and patient outcomes is explored. This course highlights collaborative nursing practice, starting at the bedside within microsystems and progressing to a broader perspective to encompass macro-level systems. Health Information Technology (HIT) is discussed to acknowledge its wide use to enhance care delivery through data collection, sharing of information, clinical decision-making, and knowledge generation.

NUR 399: Independent Study
Credit hours: 1-3 – Delivery: Full Distance Education
Prerequisites: None
Corequisites: None
This is an 8-week online course is designed to provide qualified students of the nursing program an opportunity to identify, critically examine, and develop strategies to improve the quality of health care of a clinical problem in collaboration with nursing faculty. The student also can select to conduct individual projects in collaboration with nursing faculty. The independent study is not an alternative to the curriculum, but rather serves to focus inquiry into a selected area and enhance self-direction. There is no specific course outline.

NUR 409: Evidence-Based Nursing Practice
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All junior-level nursing courses
Corequisites: None
This 16-week online course focuses on applying evidence-based practice (EBP) as a foundation principle of professional nursing. The course promotes inquiry skills through use of meaningful clinical questions, critically appraising and synthesizing evidence, and translating research into practice. To advance continuous quality improvement measures, emphasis is placed on the best means to integrate and sustain evidence-based interventions that support safe, high-quality, person-centered care.

NUR 415: Nursing Leadership and Management
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first semester senior-level nursing courses
Corequisites: None
This 16-week online course is designed to analyze the theory and practice of nursing leadership, management, and professionalism. The concepts of professional role development, interpersonal collaboration, delegation, resource management, ethical, legal and workplace issues are the focus for this course. In addition, this course will identify the effectiveness and the quality improvement processes necessary to deliver safe patient-centered care. This course will synthesize foundational leadership skills to prepare the student for professional practice.

NUR 416: Preceptorship
Credit Hours: 5 (8 simulation hours, 217 clinical hours, 15 homework hours/week) – Delivery: Residential
Prerequisites: All first semester senior-level nursing courses
Corequisites: None
This 16-week clinical course embodies the knowledge and skills obtained throughout the nursing program and integrates the nursing concepts in diverse practice settings. Combination of management, organizational culture, and interpersonal relationship principles are applied by developing independence in the practice of nursing. Encompassed in this course are the Quality and Safety Education for Nurses (QSEN) principles of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. This course facilitates the evaluation of principles and practices of the profession of nursing while assisting in the transition to a registered nurse.

NUR 417 Summit for Nursing Knowledge

Credit Hours: 1 (15 contact hours, 2 hours homework/week) – Delivery: Full Distance Education
Prerequisite: All first semester senior-level nursing courses
Co-requisites: None
This 16-week online course provides a comprehensive application of knowledge related to the major nursing specialty content areas of Fundamentals, Pharmacology, Adult Medical/Surgical, Maternal/Newborn, Care of Children, Mental Health, Leadership and Community Health. The nursing process and clinical judgment model provides the platform for review of each content area. A personal analytic reflection of achievement of the program student learning outcomes is threaded throughout the course.

NUR 421: High Acuity Nursing

Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All junior-level nursing courses
Corequisites: NUR 423
This 16-week hybrid course focuses on providing comprehensive, evidence-based care to high-acuity patients experiencing complex, multi-system health challenges across the lifespan. Emphasis is placed on the assessment and management of physiologically unstable patients, while providing high-quality, safe, and person-centered care. The concepts of clinical judgment, communication, and compassionate care are integrated with interprofessional partnerships and healthcare technology to enhance high acuity care. Pediatric, geriatric, and mental health nursing are threaded throughout this course.

NUR 422: Population Health

Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All junior-level nursing courses
Corequisites: NUR 423
This 16-week online introductory course will provide instructional learning experiences on the principles and policies of community health, vulnerable populations, emergency preparedness, and disease management. Basic epidemiological principles, focused on diversity, equity, and inclusion, will be used to apply aggregate data to population-focused assessment skills. Emphasis on levels of prevention and health promotion will guide the nursing process in the creation of evidence-based community interventions.

NUR 423: Clinical Management of Specialty Patients

Credit Hours: 4 (8 skills lab hours, 164 clinical hours, 8 simulation hours, 12 homework hours/week) – Delivery: Residential
Prerequisites: All junior-level nursing courses
Corequisites: NUR 421, NUR 422
This 16-week clinical course integrates nursing knowledge, skills, and professional values to deliver safe, evidence-based, and person-centered care across diverse clinical settings and to specialty patient populations. Emphasis is placed on clinical judgment, therapeutic communication, pharmacologic principles, interprofessional collaboration, quality and safety, and the use of informatics and healthcare technologies. The nursing process provides the framework for holistic care to individuals, families, and populations while considering ethical practice, health equity, population health, and systems-based care. The course supports professional identity formation, accountability, and reflective practice, preparing students for preceptorship experiences and entry-level professional nursing practice.

NUR 430: Senior Capstone

Credit Hours: 6 (30 lecture hours, 180 clinical hours, 8 homework hours/week) – Delivery: Blended (Hybrid/Residential)
Prerequisites: All RN to BSN courses in the major
Corequisites: None
This 16-week clinical and online course builds on prior learning related to baccalaureate nursing. The focus is on the design, implementation, and evaluation of an evidence-based/quality improvement project in a clinical setting. The course will utilize knowledge of sciences, humanities, the arts, and nursing. Critical thinking skills and ethical principles will be applied. The political, regulatory, and health care organizational processes will be examined. Emphasis is placed on collaboration with the interprofessional healthcare team.

NUR 431: Issues and Trends in Nursing

Credit Hours: 4 (60 lecture hours, 8 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first semester senior-level nursing courses
Corequisites: None
This 16-week online course critically examines evolving social, economic, legal and ethical, and political factors that impact health care policy and the profession. This course provides the basis for understanding trends influential to the future of the nursing profession. Issues such as the nursing shortage, workforce challenges, healthcare economics, end of life, and access to care are explored and proposed solutions are to be examined. Professional nursing organizations and the expanding role of informatics in care delivery is examined.

NUR 432: Introduction to Global Health

Credit Hours: 3 (45 contact hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first semester senior-level nursing courses
Corequisites: None
This 16-week online course provides a comprehensive exploration of global health challenges, examining their multifaceted nature through a multidisciplinary lens. Through a combination of theoretical concepts and real-world examples, an understanding of the complex interplay between health and various global determinants will be developed. Examination of specific global health issues will include disease burden, mitigation and reduction of risk, and initiatives to improve health. The course also explores the roles of agencies and organizations shaping public health, fostering a holistic perspective on global health governance.

NUR 433: Introduction to Global Health for RNs

Credit Hours: 3 (45 contact hours, 12 hours homework hours/week) - Delivery: Full Distance Education
Prerequisites: All first-semester senior-level nursing courses
Corequisites: None
This 8-week online course provides a comprehensive exploration of global health challenges, examining their multifaceted nature through a multidisciplinary lens. The intersectionality between health, diversity, equity, and inclusion, health policy, social determinants of health, and various global determinants will be explored. The course also delves into the roles of agencies and organizations shaping public health, fostering a holistic perspective on global health governance.

NUR 501: Healthcare in the U.S. Today

Credit Hours: 3 (45 lecture hours, 22.5 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 4-week online course is an overview of the United States (US) health care system. The course focuses on the basic structures and operations of the US health system from its historical origin to resources and current-day challenges. The concepts of systems-based practice as foundational to the delivery of quality care incorporating key concepts of organizational structure, including relationships among macro-, meso-, and microsystems across healthcare settings are explored. Emphasis on knowledge of financial and payment models relative to reimbursement health care costs and outcomes in diverse populations is examined.

NUR 503: Health Policy

Credit Hours: 3 (45 lecture hours, 22.5 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 4-week online course provides a framework for understanding the social, political, and economic dimensions of health policy through the lens of masters-level leadership and social responsibility. The course introduces global health policy and the U.S. policy-making and legal system, emphasizing key health policy issues such as equity, environmental health policy, health care reform, pharmaceutical policy, injury prevention, and aging and long-term care. The course examines these issues and the various methods available to public and private policymakers to solve them, including systems-based strategies and public health advocacy.

NUR 504: Disease Management and Clinical Outcomes

Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online course examines the principles of connected care through person-centered approaches, quality and safety, interprofessional partnerships, and healthcare technology to effectively manage disease and improve outcomes. The course emphasizes the Clinical Nurse Leader's (CNLs) role in guiding and participating in care transitions, engaging patients and families, leveraging technology to support continuity, and addressing health disparities that impact outcomes. Strategies to reduce fragmentation are discussed, with a focus on promoting health, avoiding readmissions, and advancing value-based care.

NUR 509: Translational Scholarship

Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online course will examine the relationship among theory, research, and the connection to evidence-based practice, quality improvement, and the use of aggregate data. The course focuses on the nursing research phases of scientific inquiry, knowledge generation, utilization, and dissemination of research findings to promote evidence-based nursing practice. Emphasis is on scholarly literature review and critique, ethical consideration, and the process for the application, translation, and implementation of best evidence into clinical decision-making.

NUR 511: Advanced Pharmacology

Credit Hours: 4 (60 lecture hours, 8 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online pharmacology course integrates a comprehensive examination of medications and their effects on diverse patient across the lifespan. Instructional activities center on applying the principles of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics in diverse individuals. The learning context emphasizes principles of safety, evidence-based practice, healthcare technologies, and laws and regulatory standards related to medication administration. Awareness of personal health, wellness, and disease in the setting of student school-work-homelife balance is built upon.

NUR 514: Advanced Health Assessment

Credit Hours: 4 (45 lecture hours, 45 skills lab hours, 9 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online course provides an exploration of the advanced registered nurse's role in the collection of a patient's health history, performance of the physical examination, and documentation of findings. The clinical judgment model is utilized to develop differential diagnoses, patient-centered education, and treatment plans. Emphasis is placed on the use of therapeutic communication to explore social determinants of health and cultural and spiritual factors that impact patient care.

NUR 515: Advanced Pathophysiology

Credit Hours: 4 (60 lecture hours, 8 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online course focuses on the interrelation of human systems and the effects that illness in one body system has on the functions of the whole person. This course explores how disease affects function and how systems respond to each disease and compensate for disease. The course examines cellular function and principles of pathology such as inflammation, wound healing, genetic disease, fluid and electrolytes, oncology and disorders of the body systems. An in-depth examination of the normal disease process, including analysis of common diseases, incidence, etiology, and manifestations is included. The impact of diversity and inequity on the maintenance of health and development of disease is explored along with consideration of personal health, wellness and disease. The course content builds on concepts from anatomy and physiology, microbiology, chemistry and nutrition.

NUR 521: Theoretical Foundations of Nursing
Credit Hours: 5 (75 lecture hours, 10 homework hours/week) – Delivery: Blended
Prerequisites: Admission to MENP program
Corequisites: NUR 523
This 16-week hybrid course introduces the foundational nursing concepts built on knowledge from the arts, sciences, and humanities as a basis for the development of clinical judgment grounded in the nursing process and applicable to diverse populations throughout the lifespan. Focus is given to the role of the nurse pursuant to safe, ethically principled, and effective person-centered care. Social determinants that impact outcomes and influence health promotion and disease prevention are explored. Therapeutic communication, and recognition of a person's developmental stage are introduced as the underpinning for compassionate care delivery. The role of the clinical nurse leader (CNL) in the dynamic complex healthcare system is introduced. The course integrates concepts of nursing care for the pediatric, adult, mental health, and elderly populations.

NUR 522: Population Health and Epidemiology
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online course focuses on the distribution of health-related conditions within human populations and factors influencing their distribution. Emphasis is on epidemiological models, methods and measurement of health of populations, the natural history of diseases, study design, and assessment of data sources within the context of interprofessional, advanced-level nursing education. The impact of public health systems and policy is examined as it relates to health promotion, disease prevention, health equity and disparities, and community-based emergency preparedness plans.

NUR 523: Application of Theoretical Foundations of Nursing
Credit Hours: 3 (32 skills lab hours, 18 Simulation hours, 85 clinical hours, 9 homework hours/week) – Delivery: Residential
Prerequisites: Admission to MENP program
Corequisites: NUR 521
This 16-week clinical course focuses on the application of foundational nursing care that will provide the cornerstone for future nursing practice. A priority is given to the concepts of person-centered care, safety, growth and development, legal and ethical principles, health promotion and disease prevention, therapeutic communication, and quality improvement that is based on best practice utilizing the nursing process. The use of informatics to enhance patient care and the collaborative role of the nurse in the interdisciplinary team is introduced. Nursing competency is developed in the skills laboratory, live patient environment, and simulation. Basic care principles for the pediatric, adult, mental health, and elderly populations are integrated through consideration of their unique and diverse health needs.

NUR 525: Clinical Nurse Leadership
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Full Distance Education
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week online course focuses on developing clinical nurse leader roles that lead innovative solutions to address provider and patient safety and ensure optimal care. Emphasis is on the incorporation of leadership and change theory, collaboration with interdisciplinary teams, human resource and financial accountability, decision-making, and the use of system framework to provide system effectiveness and individual performance. Organizational culture, communication in complex teams, micro and macrosystem assessment, improvement science, and outcome evaluation are woven into this course.

NUR 551: Nursing Concepts: Acute Illness Throughout the Lifespan
Credit Hours: 6 (90 lecture hours, 12 homework hours/week) – Delivery: Blended
Prerequisites: All first semester MENP courses
Corequisites: NUR 552
This 16-week hybrid course introduces evidence-based medical-surgical concepts regarding the care of the acutely ill patient throughout the lifespan. This course builds on the knowledge of the nursing process and clinical judgment. Mental health, geriatrics, and pediatric nursing is threaded throughout this course with an emphasis being on prevention,

management of care, and rehabilitation of the acutely ill patient. This course integrates competencies related to evidence-based practice, compassionate care, informatics, quality and safety, and interprofessional partnerships and collaboration.

NUR 552: Application of Nursing Concepts: Acute Illness Throughout the Lifespan
Credit Hours: 3 (16 skills lab hours, 17 simulation hours, 102 clinical hours, 9 homework hours/week) – Delivery: Residential
Prerequisites: All first semester MENP courses
Corequisites: NUR 551
This 16-week skills and clinical course introduces the application of evidence-based clinical practice guidelines regarding the care of acutely ill patients throughout the lifespan. This course expands on the use of informatics, nursing process, clinical judgment, and communication. Emphasis is on the application of clinical decision-making, clinical reasoning, and providing high quality person-centered care.

NUR 553: Theoretical Foundations of Maternal-Newborn and Women's Health Nursing
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All first semester MENP courses
Corequisites: NUR 554
This 16-week hybrid course provides the student with the foundational evidence-based practice knowledge regarding maternal-newborn and women's health nursing. Emphasis is on recognizing the unique health needs of maternal-newborn and women's health patients throughout their lifespan utilizing a family-centered holistic approach to promote health and prevent disease. Elements of the Clinical Nurse Leader (CNL) role are integrated including scholarship, evidence-based practice, safety, and interprofessional practice.

NUR 554: Application of Theoretical Foundations of Maternal-Newborn and Women's Health Nursing
Credit Hours: 1 (4 skills lab hours, 6 simulation hours, 35 clinical hours, 3 homework hours/week) – Delivery: Residential
Prerequisites: All first semester MENP courses
Corequisites: NUR 553
This 16-week clinical course focuses on the application of the clinical judgment model in caring for childbearing women and their infants. The course addresses health promotion and disease prevention and the concept of person-centered teaching and learning. Emphasis is placed on the nursing care of diverse populations, and the impact of social determinants of health in achieving quality outcomes.

NUR 555: Professional Nursing for MSNs
Credit Hours: 3 (45 lecture hours, 22.5 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All second semester MENP courses
Corequisites: None
This 4-week online course introduces the historical foundation of nursing and its impact on healthcare. This course focuses on application of concepts derived from theoretical nursing frameworks, philosophies, and models which distinguish the practice of nursing as a science. Cultural, ethical and legal principles of nursing care are discussed. Emphasis is placed on the development of the professional nurse and their role in the management of patient care.

NUR 600: Clinical Nurse Leader Specialty: Advanced Nursing Practice I
Credit Hours: 2 (90 lecture hours, 6 homework hours/week) – Delivery: Residential
Prerequisites: All first year CNL courses
Corequisites: NUR 525
This is a 16-week clinical course that provides opportunities to explore clinical nurse leadership knowledge and concepts through a focused care management experience using assessment and translational scholarship skills. This course focuses on managing, coordinating, and evaluating care for diverse populations in the advanced generalist role to promote quality, safe, equitable patient care. Emphasis is on improving outcomes for a population through the conception of the quality improvement capstone project including the microsystem assessment, search of relevant evidence, and developing relevant clinical questions.

NUR 601: Care Management Clinical
Credit Hours: 3 (135 clinical hours, 9 homework hours/week) – Delivery: Residential
Prerequisites: NUR 661, NUR 662
Corequisites: None
This 16-week clinical course introduces care management of patients experiencing high acuity health conditions. Clinical instruction emphasizes the application of clinical judgment and evidence-based practice in responding to life-threatening problems, as well as the use of a microsystem approach to improve clinical outcomes. Emphasis is placed on the use of critical thinking as the basis for providing holistic nursing care for high-acuity conditions in both acute care and community settings. The clinical experience includes the essential components of interdisciplinary collaboration, teamwork, pharmacology, and legal, ethical decision-making. Clinical nurse leadership skills of leadership, quality improvement, clinical judgment, priority setting, and advocacy are central components of the course. Integration of pediatrics, geriatrics, and mental health nursing is included in this course.

NUR 602: Nursing Leadership Clinical
Credit Hours: 3 (135 clinical hours, 9 homework hours/week) – Delivery: Residential
Prerequisites: Admission to MSN program
Corequisites: None
This 16-week clinical course that provides opportunities to apply and integrate leadership knowledge and concepts through a focused care management experience. This course focuses on the management, coordination, and evaluation of care for diverse populations and across multiple settings. This course builds on the knowledge and skills from advanced health assessment, pathophysiology, and pharmacology by developing nursing diagnoses and plans of care. Emphasis is on improving outcomes for a clinical area or organization. The roles of a clinical nurse leader, intervention for disease prevention, and risk reduction strategies are implemented that promote quality, safe patient-care. This course also runs for 12 weeks in the summer.

NUR 604: Clinical Nurse Leader Specialty: Advanced Nursing Practice II
Credit Hours: 3 (135 clinical hours, 11.25 homework hours/week) – Delivery: Residential
Prerequisites: NUR 600
Corequisites: None
This is a 12-week clinical course that provides opportunities to apply leadership knowledge and concepts through a focused care management experience utilizing intraprofessional communication and leadership skills. This course focuses on the management, coordination, and evaluation of care for diverse populations in the advanced generalist role to promote quality, safe, equitable patient care. Emphasis is on improving outcomes for a population by defining the theoretical background for the quality improvement project and developing the project design.

NUR 611: Clinical Leadership Immersion
Credit Hours: 7 (315 clinical, 26.25 homework hours/week) – Delivery: Residential
Prerequisites: NUR 601
Corequisites: None
This 12-week clinical course is the pinnacle of the experiential learning for Master's Entry to Nursing Practice (MENP) students. The immersive nature of the course facilitates the practical application of higher cognitive knowledge, skills, and attitudes in the domains of nursing process with a focus on clinical prevention and clinical outcomes; leadership; quality improvement; translation of evidence into practice; healthcare technologies; health policy and advocacy; and interprofessional collaboration. The integrative model of clinical instruction provides opportunities for the use of prior learning to attain mastery of specific skills such as comprehensive and systematic health assessment, clinical reasoning, and lateral integration of care. Course activities are designed to offer a real-world view of the operation of healthcare at the microsystem level to promote the successful transfer of knowledge into professional practice upon graduation.

NUR 612: Clinical Leadership Capstone
Credit Hours: 7 (315 clinical hours, 26.25 homework hours/week) – Delivery: Residential
Prerequisites: NUR 602
Corequisites: None
This 16-week clinical course that provides opportunities to practice within a healthcare environment and to integrate knowledge, skills, and attitudes through an immersion experience. Emphasis will be placed on the integration of patient-centered technologies, communication technologies, information technologies, and analytics in providing quality health care outcomes to patient care population within a specific care environment/setting. This course also runs for 12 weeks in the summer semester.

NUR: 614: Clinical Nurse Leader Specialty: Advanced Nursing Practice III
Credit Hours: 7 (315 clinical hours, 21 homework hours/week) – Delivery: Residential
Prerequisites: NUR 604
Corequisites: None
This is a 16-week clinical course that provides opportunities to integrate leadership knowledge and concepts through a focused care management experience through the integration of patient-centered technologies, communication and information technologies, and data analytics in providing quality health care outcomes to the patient care population. This course focuses on the management, coordination, and evaluation of care for diverse populations in the advanced generalist role to promote quality, safe, equitable patient care. Emphasis is on improving outcomes for a population by analyzing, summarizing and disseminating findings of the quality improvement project.

NUR 621: High Acuity Nursing for MSNs
Credit Hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended
Prerequisites: All first year MENP courses
Corequisites: None
This 16-week hybrid course focuses on the health needs of the high-acuity patient with multiple health challenges. The concepts of clinical judgment, communication, compassionate care, diversity, equity, inclusion, ethics, evidence-based practice, & health policy enhance understanding of high acuity care. The course incorporates the Clinical Nurse Leader (CNL) role and competencies, as well as an interdisciplinary approach to provide safe and effective care to persons across the lifespan.

NUR 631: Issues and Trends in Nursing for MSNs
Credit Hours: 4 (60 lecture hours, 8 homework hours/week) – Delivery: Full Distance Education
Prerequisites: All first year MENP courses
Corequisites: None
This 16-week online course critically examines evolving social, economic, legal, regulatory, ethical, and political issues that influence healthcare policy and master's level nursing practice. Emphasis is on issues such as workforce challenges, healthcare economics, informatics, end-of-life, access to care, and their impact on care delivery, culture, and safety. Students will consider the transition from student to generalist to Clinical Nurse Leader.

NUR 661: Nursing Concepts: Chronic Illness Throughout the Lifespan
Credit Hours: 6 (90 lecture hours, 12 homework hours/week) – Delivery: Blended
Prerequisites: All first year MENP courses
Corequisites: NUR 662
This 16-week hybrid course introduces evidence-based, medical-surgical concepts regarding the care of chronically ill patients throughout the lifespan. This course builds on the knowledge of the nursing process and clinical judgment. Mental health, geriatrics, and pediatric nursing are threaded throughout this course with an emphasis on prevention, management of care, and rehabilitation of the chronically ill patient. This course integrates the concepts of evidence-based practice, compassionate care, informatics, quality and safety, and interprofessional partnerships.

NUR 662: Application of Nursing Concepts: Chronic Illness Throughout the Lifespan

Credit Hours: 3 (16 skills lab hours, 17 simulation hours, 102 clinical hours, 9 homework hours/week) – Delivery: Residential

Prerequisites: All first year MENP courses

Corequisites: NUR 661

This 16-week clinical course focuses on the application of the clinical judgment model in caring for individuals experiencing chronic illness. The course utilizes evidence-based practice to deliver equitable, safe, and quality care with consideration of social determinants of health. Integrated key concepts include nursing scholarship, policy, interprofessional collaboration, health promotion, disease prevention, healthcare technology, and introductory aspects of nursing leadership. The professional role of the nurse is emphasized through reflective practice, advocacy, ethical standards, compassionate care, and consideration of personal well-being. Integration of pediatrics, geriatrics, and mental health nursing are threaded throughout the course as a comprehensive approach in caring for diverse populations.

Surgical Technology Courses

ST 104: Principles of Surgical Technology

Credit hours: 3 (45 lecture hours, 6 homework hours/week) – Delivery: Blended

Prerequisites: All required prerequisite courses

Corequisites: ST 105

This 16-week hybrid course focuses on basic techniques of perioperative patient care and intraoperative case management in the role of the surgical technologist. Concepts include developing an understanding of the principles of teamwork, communication, infection control, aseptic technique, wound management, and safety measures to provide care to the perioperative client.

ST 105: Practice of Surgical Technology

Credit hours: 3 (123 lab hours, 12 clinical hours, 1.5 homework hours/week) – Delivery: Residential

Prerequisites: All required prerequisite courses

Corequisites: ST 104

This 16-week skills lab course will introduce basic responsibilities of the surgical technologist to include professionalism, aseptic technique, instrumentation, surgical set up and safe practice.

ST 114: Concepts of Surgical Case Management

Credit hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Blended

Prerequisites: ST 104, ST 105

Corequisites: ST 115

This 8-week hybrid course examines the fundamental principles of medication safety and pharmacology through the perioperative journey. Focus is on the actions, usage, and side effects of commonly administered medications and solutions used in the operating room as well as the proper handling of these medications.

ST 115: Application of Surgical Case Management Lab

Credit hours: 2 (82 lab hours, 8 clinical observation hours, 2 homework hours/week) – Delivery: Residential

Prerequisites: All first semester freshman level courses

Corequisites: ST 114

This 8-week skills lab course will utilize hands-on practice in the physical environment of the operating room and the role of the surgical technologist. Techniques for expanding the sterile field, surgical positioning, preliminary preparation, draping, preoperative and intraoperative case management, instrument and supply counting techniques following Association of Operating Room Nurses (AORN) standards.

ST 120: Surgical Specialties I

Credit hours: 3 (45 lecture hours, 12 homework hours/week) – Delivery: Blended

Prerequisites: ST 114, ST 115

Corequisites: ST 121

This is an 8 week hybrid course with a focus on the development of knowledge in lasers, robotics, and equipment, case management, diagnostics, involved anatomy, and procedural knowledge specific to the specialty surgeries of Minimally Invasive Surgery (MIS), General Surgery, and Orthopedics.

ST 121: Surgical Specialties I Clinical
Credit hours: 4 (180 clinical hours) – Delivery: Residential
Prerequisites: ST 114, ST 115
Corequisites: ST 120
This 8-week clinical course supports participation in various procedures in the clinical setting including observation, second scrub, and first scrub under the supervision of a preceptor. The clinical experience should focus on technical skills in Minimally Invasive Surgery (MIS), General Surgery, and Orthopedics.

ST 203: Surgical Specialties II
Credit hours:4 (60 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All freshman-level courses
Corequisites: ST 204
This is a 16-week hybrid course with a focus on the development of knowledge in equipment, case management, diagnostic processes, the involved anatomy, and procedural knowledge specific to the specialty surgeries of gynecological, obstetrics, and genitourinary, ophthalmology, and the ear, nose, throat, and mouth (otorhino-laryngological), plastics/reconstruction, and pediatric procedures and incorporates relevant knowledge and skills that impact professional practice.

ST 204: Surgical Specialties II Clinical
Credit hours: 9 (20 hours of skills lab, 385 clinical hours) – Delivery: Residential
Prerequisites: All freshman-level courses
Corequisites: ST 203
This 16-week clinical course supports participation in in various procedures in the clinical setting including observation, second scrub, and first scrub under the supervision of a preceptor. The clinical experience should focus on technical skills in Gynecological, Obstetrics, Genitourinary, Ophthalmology, Otorhino-laryngological (ear, nose, and throat), Oral, Maxillofacial, Plastics/ Reconstruction, Peripheral Vascular, and Pediatric procedures.

ST 222: Surgical Specialties III Clinical
Credit hours: 4 (180 clinical hours) – Delivery: Residential
Prerequisites: All first semester sophomore-level courses
Corequisites: ST 225
This 8-week clinical course supports participation in various procedures in the clinical setting including observation, second scrub, and first scrub under the supervision of a preceptor. The clinical experience should focus on technical skills in Cardiac, Thoracic and Pulmonary, Trauma, and Neurosurgery.

ST 225: Surgical Specialties III
Credit hours: 5 (75 lecture hours, 10 homework hours/week) – Delivery: Blended
Prerequisites: All first semester sophomore-level courses
Corequisites: ST 222, ST 250
This 16-week hybrid course focuses on thoracic, cardiac, neuro, and trauma surgical procedures, and incorporates relevant knowledge and skills that impact professional practice.

ST 250: Surgical Specialties IV Clinical
Credit hours: 3 (135 clinical hours) – Delivery: Residential
Prerequisites: ST 222
Corequisites: ST 225
This 8-week clinical course supports participation in varied activities in the clinical setting including observation, second scrub, and first scrub under the supervision of a preceptor and to correlate entry level concepts during all surgical specialties.

ST 299: Capstone
Credit hours: 2 (30 lecture hours, 8 homework hours/week) – Delivery: Blended
Prerequisites: All first semester sophomore-level courses
Corequisites: None
This 8-week hybrid capstone course will synthesize information gained throughout the program applying critical thinking skills and evidence-based research to the global experience of the surgical patient from onset of symptoms through discharge.

Medical Assistant Certificate Program

MA 100: Introduction to Medical Assisting
Credit hours: 3 (45 contact hours, 90 total homework hours) – Delivery: Blended
Prerequisites: None
Corequisites: MA 102
This hybrid course introduces the field of medical assisting, medical laws and ethics, and progresses to administrative and office procedures. This course focuses on effective communication with patients and the healthcare team, and the recognition of individual diversity needed in the care of patients across the lifespan. Exposure to the daily operation and management of the medical office including billing, scheduling of appointments, and use of the electronic health record (EHR) are included.

MA 102: Introduction to Clinical Practice
Credit hours: 3 (135 contact hours) – Delivery: Residential
Prerequisites: None
Corequisites: MA 100
This 16-week precepted externship clinical course introduces daily duties of the medical assistant in the performance of administrative and clinical roles. This course offers students the opportunity to observe and participate in real-life work experiences.

MA 103: Medical Terminology for the Medical Assistant
Credit hours: 2 (30 contact hours, 60 total homework hours) – Delivery: Full Distance Education
Prerequisites: None
Corequisites: None
This online course focuses on the language of healthcare and medicine. Content is presented using a systems approach to analyze medical terms as related to the basis of root words, word structure, prefixes, and the special vocabulary of specific human biological systems, diagnostic medical testing.

MA 105: Body Structure and Function for the Medical Assistant
Credit hours: 3 (45 contact hours, 90 total homework hours) – Delivery: Full Distance Education
Prerequisites: None
Corequisites: None
This hybrid course provides an introduction to the structure and function of the human body, age specific changes, pathophysiologic conditions and disorders, and common treatments for each body system.

MA 110: Principles of Medical Assisting I
Credit hours: 3 (45 contact hours, 90 total homework hours) – Delivery: Blended
Prerequisites: MA 100, MA 103
Corequisites: MA 115
This hybrid course introduces concepts necessary to assist with patient care and procedures in the medical setting. Emphasis will be placed on infection control, aseptic technique, safety, patient interviewing techniques, assisting with routine and specialty examinations and assisting with minor surgery. Information on patient education for health promotion and disease prevention will be reinforced throughout the course.

MA 115: Application of Medical Assisting I
Credit hours: 1 (45 contact hours, 7.5 total homework hours) – Delivery: Residential
Prerequisites: MA 100, MA 103
Corequisites: MA 110
This on-site skills lab course focuses on hands-on practice in a simulated clinical setting and the role of the Medical Assistant. This course includes infection control practices, obtaining vital signs, performing EKGs, and other skills necessary to assist providers with patient care. Identification and response to medical emergencies in the medical setting will be explored.

MA 120: Principles of Medical Assisting II
Credit Hours: 5 (75 contact hours, 150 total homework hours) – Delivery: Blended
Prerequisites: All first semester courses
Corequisites: MA 125
This hybrid course introduces laboratory procedures. Pharmacological concepts and medication administration of commonly administered and/or prescribed medications will be discussed.

MA 125: Application of Medical Assisting II
Credit Hours: 2 (90 contact hours, 15 total homework hours) – Delivery: Residential
Prerequisites: All first semester courses
Corequisites: MA 120
This skills lab course uses hands-on practice in a simulated setting to apply safety concepts to laboratory procedures and administration of medications.

MA 130: Career Development
Credit Hours: 2 (30 contact hours, 60 total homework hours) – Delivery: Blended
Prerequisites: MA 120, MA 125
Corequisites: None
This hybrid course reinforces professional behaviors in the workplace, lifelong learning, and the importance of career development for the medical assistant.

MA 135: Medical Assisting Clinical Externship
Credit hours: 4 (180 contact hours) – Delivery: Residential
Prerequisites: MA 120, MA 125
Corequisites: None
This precepted clinical course provides the opportunity to apply knowledge and skills related to the role of a medical assistant in a medical office setting. This course facilitates transition into practice with an emphasis on both office administrative procedures and clinical procedures.

Monitor Surveillance Certificate Program

MS 101: Introduction to Cardiac Rhythm Analysis
(45 lecture hours) – Delivery: Blended
Prerequisites: None
Corequisites: None
This hybrid course is designed to prepare the student to recognize and interpret the various features of the electrocardiogram (ECG). Emphasis is placed on cardiac anatomy, ECG patterns and components, cardiac conduction and regulation, normal values of ECG components, SA nodal, AV nodal, and ventricular arrhythmias.

MS 201: Applied Rhythm Analysis
(45 lecture hours, 135 clinical hours) – Delivery: Blended/Residential
Prerequisite: MS 101
Corequisites: None
This hybrid course combines online, in class meetings, and a clinical component. The course builds upon basic arrhythmia recognition, and introduces students to paced rhythms, professionalism, and communication.

Patient Care Technician Certificate Program

PCT 105: Fundamental Concepts for Patient Care Technician
(60 lecture hours) – Delivery: Blended
Prerequisites: None
Corequisites: PCT 110
This hybrid course includes concepts necessary to perform assistive care to patients in a health care setting, basic anatomy, safety, infection control, communication, growth and development, cultural competence, and documentation. Advanced concepts in this course are electrocardiogram (EKG), phlebotomy, and specimen collection.

PCT 110: Skills for the Patient Care Technician
(60 skills lab hours) – Delivery: Residential
Prerequisites: None
Corequisites: PCT 101
This on-site skills lab course focuses on the skills necessary to perform assistive care to patients in a health care setting.

PCT 115: Clinical Application for Patient Care Technician
(135 clinical hours) – Delivery: Residential
Prerequisites: PCT 105, PCT 110
Corequisites: None
This hybrid and clinical course integrates online learning, classroom instruction, and clinical practice. The classroom component includes analysis and interpretation of electrocardiogram (EKG) rhythms, focusing on the characteristics of normal sinus rhythm and common cardiac dysrhythmias. The clinical experience emphasizes the delivery of patient care in healthcare settings and the Patient Care Technician's role within the interdisciplinary team.

BATTEN UNIVERSITY'S VIRGINIA WESLEYAN COLLEGE OF ARTS AND SCIENCES
COURSE DESCRIPTIONS
JOINT BSN PROGRAM

Other course descriptions from Batten University can be read on their catalog - https://www.batten.edu/academics/catalog. This list is not exhaustive. Other courses from Batten University may satisfy prerequisite requirements.

ART 208 - Photography I
Explores photography as an art form. Topics include the control of digital camera functions, composition, artistic techniques, and laws impacting the use of photos. Students must supply a digital camera. Offered every semester.

BIO 201 - Microbiology for Health Sciences
This course is intended for those students enrolled in the joint Nursing Program with the Sentara College of Health Sciences and is an introduction to the science of the biology of microorganisms as applied to health care settings.

BIO 202 - Human Nutrition
This course is designed to introduce processes by which the human body obtains nutrients from food to maintain structural and functional integrity. We explore dietary sources, intake levels and the requirement of major nutrients, role of nutrition in growth and human health, and the role of diet in chronic diseases.

BIO 221 - Human Anatomy and Physiology I
An integrated lecture/laboratory experience that examines the anatomy and physiology of humans. Includes a survey of the nervous, muscular, skeletal, integumentary, and respiratory systems.

BIO 222 - Human Anatomy and Physiology II
An integrated lecture/laboratory experience that examines the anatomy and physiology of humans. Includes a survey of the cardiovascular, endocrine, digestive, urinary and reproductive systems.

CHEM 120 - Introductory Chemistry

An introduction to chemical principles, including atomic and molecular structure, states of matter, chemical reactions, stoichiometry, thermodynamics, and chemical equilibria. Most of the work is quantitative in nature. Emphasizes development of problem solving skills.

CHEM 130 - Chemistry for the Health Sciences
Integrated lecture and laboratory course that relates basic inorganic and organic chemical processes to those of biochemistry. Explores the nature of atoms and molecules in terms of simple structures and reactions, and the more complex structures of biochemical molecules and their interactions with living systems.

ENG 105 – The Art of Writing
An argumentative writing course focused on critical thinking, reading, researching, and composing, with special attention to rhetorical techniques. Students will engage in the writing and revisions processes and will demonstrate knowledge of writing conventions.

MATH 210 - Introductory Statistics
Introduces students to learning from data. Topics include the basics of data production, data analysis, probability, Central Limit Theorem, and statistical inference. Statistical software is used for data management, calculation, and visualization. No previous knowledge of statistics is required. Students cannot receive credit for both MATH 210 and PSY 210.

PHIL 321 - Ethics and Health Care
Foregoing life-sustaining treatment, procurement of organs and tissue for transplantation, artificial reproduction, allocation of scarce health resources, AIDS: public health vs. private rights. Such questions of health care confront all of us at some time both as matters of individual concern and as issues of public policy. Students examine the ethical principles that should undergird decisions in health care and apply these principles to concrete cases.

PSY 101 - Introduction to Psychology I
The first part of the introductory psychology courses and a prerequisite for other psychology courses. Covers research methods, theoretical perspectives, biological foundations of behavior, sensory and perceptual processes, cognition, learning, memory, consciousness, and development.

PSY 205 - Lifespan Development
Development of the individual across the lifespan, from conception to death. Surveys the biological bases and social contexts of developmental processes, including theory, research and practical applications.

SOC 351 - Medical Sociology
Designed to provide students an introduction to sociological perspectives on the study of health, illness, and health care. Topics include epidemiology, the structures and organization of health care systems and medical encounters, bioethical issues, and current issues shaping the future of health, illness, and health care.

SW 336 - Lifespan Development and Behavior
Designed for students who want to develop a strong foundation in human growth and development. Biological, social, and psychological theories of growth and development are examined from a multi-disciplinary perspective. Students learn about normal development from conception to aged death as well as certain pathological processes are.

TH 220 - Technical Theatre
An in-depth study of the concepts, methods, materials, and equipment used in theatrical lighting, set design, stagecraft, costuming, makeup and safety. Students will gain practical knowledge through workshop and lab experiences. Students will receive additional in-depth experience by serving on technical crews for VWU theatre productions.

WES 100 - Wesleyan Seminar I
An introduction to critical inquiry in the liberal arts and to intellectual discourse. Students will engage with texts and ideas, learn how to identify problems, consult sources, question assumptions, consider disparate points of view, and be introduced to different strategies for articulating their own perspectives and conclusions for an audience.

WES 200 - Wesleyan Seminar II

Continued development of the critical inquiry practices introduced in WES 100. Particular attention is paid to engagement with texts. Students are asked to address the complexities of texts and contexts while clearly articulating their own points of view and discerning those from the perspectives of others.

WES 300 – Wesleyan Seminar III

An intensive seminar experience building on the work done in WES 100 and WES 200. Students will engage more complex questions and produce more informed, imaginative responses.

LEARNING EXPERIENCES

The amount of expected time for each class at Sentara College of Health Sciences is determined by the credit hours. For example, in a traditional, 16-week three (3) credit hour course a student is expected to attend class three (3) hours a week and complete six (6) hours of homework a week. In an online course the student should expect to spend a total of nine (9) hours of time on coursework, including time spent in the online classroom and on homework.

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

- **Online (full-distance education)** – These classes are delivered through the learning management system and web-based applications.
- **Hybrid (blended)** – A hybrid (blended) class combines classroom learning with online learning. In a hybrid course, a defined portion of the class learning activities are online, which reduces the amount of time spent in a traditional, face-to-face classroom. In hybrid classes, 25 to 49 percent of the class is online, with the majority of the course being in the classroom. The blended approach to learning allows students to benefit from the quality instruction and flexibility of both the online and the traditional classroom learning environments, with an emphasis in the classroom on application of content and knowledge transformation.

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

- **Clinical Rotations** – These are experiences in the actual practice settings (various procedural areas and units) with patients/clients, both within Sentara and within the community, as well as with members of inter-professional teams.
    - For nursing students who live on the Peninsula: Sentara CarePlex Hospital may be used for clinical assignments in medical-surgical and maternal-newborn core nursing clinical courses.
- **Skills Lab** – This is a lab for students to practice the skills they have learned in the didactic portion of the course before they enter the clinical setting.
    - Skills Lab Locations:
        - Sentara College of Health Sciences, Chesapeake, VA
- **Simulation –** This is practicing skills and application of knowledge in an environment that mimics a real-life patient/client situation. These activities take place in Sentara's Simulation Center in Chesapeake. Simulation hours count as direct patient care clinical hours in the nursing curriculum.

STUDENT SERVICES, RESOURCES, AND FACILITIES

Accommodations for Students with Disabilities
Batten University recognizes and is sensitive to the needs of students with disabilities. In keeping with the Americans with Disability Act (and its revised version) and Section 504 of the Rehabilitation Act of 1973, the University provides academic accommodations and services for students with disabilities through the Disability Services Office. The Disability Services Coordinator works with students to verify documentation, determine eligibility for accommodations, evaluate students' needs, help to arrange accommodations, and encourage communication between students and instructors. Students who want to receive accommodations are required to disclose their disability to the Disability Services staff and provide documentation of their disability. Students may contact the Disability Services Office at 757-455-8898 or Crit Muniz at cmuniz@batten.edu to arrange an appointment to begin the process of receiving Disability Services.

Campus Facilities
Sentara College of Health Sciences at Batten University operates from an approximately 40,000-square-foot facility located at 1441 Crossways Boulevard, Chesapeake, Virginia. The facility includes classrooms equipped with audiovisual instructional technology and clinical skills laboratories designed to support classroom instruction, hands-on training, and simulated patient care. Laboratory equipment includes cardiovascular monitoring and ultrasound equipment, a simulated operating room with surgical instruments and equipment, simulated patient care beds, bedside computers, and other specialized instructional resources supporting the College's healthcare education programs.

Additional facilities include faculty and administrative offices, a Learning Resource Center, conference and meeting rooms, and designated break room and lounge areas for faculty and students. The facility maintains security-controlled access doors and a security officer stationed at the main entrance.

Career Placement
Batten's The Lighthouse: Center for Exploration and Discovery houses four (4) student resources open to all students: the Career Development Program, the Office of Global Engagement, the Undergraduate Research Program, and Wesleyan Engaged: Civic Engagement and Service Learning. All students are encouraged to use these academic resources and to participate in undergraduate research events on campus.

Clinical
Clinical activities for all programs may include participating in clinical activities at Sentara Norfolk General Hospital, Sentara Leigh Hospital, Sentara Princess Anne Hospital, Sentara CarePlex Hospital, Sentara Virginia Beach General Hospital, Sentara Obici Hospital, Sentara Williamsburg Regional Medical Center, Sentara Northern Virginia Medical Center, and Sentara RMH Medical Center. Programs might utilize non-Sentara facilities as clinical sites to ensure that students are provided with experiences that will assist them in developing their clinical skills.

Counseling
Batten University provides a student counseling center staffed by state licensed and master's level clinicians. Students may be referred by members of faculty or staff, or they may refer themselves for counseling. This free, confidential service is available to all students and can include both short-term and long-term individual counseling structured to meet the student's needs. Referral to professionals off campus is available in cases where students need specialized services such as medication, evaluations, or management. The Director of Campus Ministries collaborates with the Counseling Services and is also available to students seeking individual counseling. Our clinicians are trained to work with a wide range of student concerns, including trauma, PTSD, grief, eating disorders, anxiety and depression.

Counseling Services further provides free educational programs focused on mental health awareness and management. Facilitated by counseling staff, these mental health programs focus on assessment of mental health needs and development of evidence-based skills to improve mental health and wellness.

The Director of Counseling Services provides an oversight of individual counseling services, develops mental health programs, clinically supervises counseling staff, and ensures institutional compliance with the Code of Virginia that requires all baccalaureate students to submit an immunization and vaccination record when enrolled at any institution of higher education.

Epworth Campus Ministries
Batten University is committed to providing opportunities for spiritual growth and exploration through Epworth Campus Ministries. At its best, spiritual growth is a multi-faceted experience of learning, worship, service, community and transformation; all drawing people near to God. These experiences can happen in a variety of campus venues. From weekly worship and meetings of faith groups to simple conversation and prayer, there are numerous opportunities for students to meet their spiritual needs. Batten University enjoys a wonderful relationship with Haygood United Methodist Church located just three miles from campus. Together, they share a Director of Epworth Campus Ministries that oversees religious life on campus. This partnership also allows for volunteer, employment and programmatic opportunities on campus and in the greater community. Students are encouraged to engage in their faith journey. All students are welcome at the inter-denominational worship gathering on campus or they can connect with Epworth Campus Ministries to locate a local place of worship.

Intercollegiate Athletics
Batten University is a member of the National Collegiate Athletic Association Division III, as well as the Old Dominion Athletic Conference. The athletic programs at Batten University are highly ranked and both teams and individuals have received regional and national recognition and honors. Batten University believes the Division III level of intercollegiate athletics encourages the student-athlete to develop not just in his or her chosen sport, but also in the classroom and as productive members in the campus community. Nearly 28 percent of the Batten University student population are student-athletes. Students who participate in intercollegiate athletics are required to be enrolled full-time and must be making satisfactory progress toward graduation.

See battenathletics.com for more information.

Jane P. Batten Student Center
The Jane P. Batten Student Center houses the Jack E. and Bill D. Lingo Fitness Center featuring selectorized weight machines, free weights, cardio machines, and other equipment; swimming pool; spacious locker rooms and saunas; an indoor elevated running track; Eric Nyman Performance Golf Center; TowneBank Arena; the Cunningham Multipurpose Athletic Center (CMAC); a rock-climbing wall, the Harbor Grill, Coastal Market; and the Scribner University Store.

H.C. Hofheimer II Library
The library is at the heart of the Batten University campus. Located centrally—only a short walk from classrooms, residence halls, fitness and dining facilities—it provides the highest quality resources and services to meet the research and information needs of students, faculty, and staff. The library boasts over 400,000 books and eBooks, movies, a 3-D printer and other media and resources. Batten University students and faculty can access online scholarly journals and electronic books through the library's website from both on and off campus.

In partnering with classroom faculty, librarians are innovative and active participants in course and assignment design. Librarians are available to help students navigate the complexities of research, and friendly staff assist students with using the library and its services. Students can get assistance in person in the library or via phone, email, or virtual appointment.

The library provides a place for studying, reading, relaxing, attending workshops, and meeting classmates for group work, as well as providing a virtual space that provides 24/7 access to web-based resources and services to enhance teaching and learning for the campus community, including online students.

Parking
Students assume all responsibility for transportation to and from the campus and clinical sites. There is ample free parking at the college and Batten University. Parking at Sentara Norfolk General Hospital is limited and could require students to carpool, self park off-site, ride public transportation, and/or pay an associated parking fee. Parking at other Sentara facilities is free.

Sentara Student Health Center
All Batten University students are entitled to the benefits of the Sentara Student Health Center. A Sentara Medical Group Physician Assistant, Nurse Practitioner, and/or Medical Assistant provide first aid and healthcare. Services provided by the Clinic through Sentara will be available to students during the fall and spring sessions and during January Term. Sentara Family Medicine Physicians (Wesleyan Drive and Pleasure House Road locations) will be available during regular business hours to treat students requiring a higher level of care than can be provided at the Center and to provide service to students when the Clinic is closed. Services through the Sentara Student Health Center are included in fees paid for all full-time students. Referrals to providers outside of the Sentara Student Health Center are at the student's expense and therefore may require the use of the student's health insurance.

Simulation Center
Sentara's Simulation Center (located in Chesapeake, VA), has simulated client care beds and high to low functioning mannequins for practice and demonstration of competency in nursing skills.

Skills Labs
Each program has specific skills lab space with equipment and supplies related to the program.

Student Organizations
Batten University is home to over 50 student organizations that strive to meet the needs of the student population. Types of student organizations include fraternities and sororities, honor societies, spiritual, multicultural, leadership, and special interest groups. Students may start student organizations if an interest is not currently represented. A complete list of active student organizations is available on the Batten University website.

Student associations at Sentara College include the Sentara Nursing Student Association (SNSA) and Sentara College Outreach Program of Excellence (SCOPE), which is a community service organization. Athletics at Batten provides competitive intercollegiate athletic experiences for all students and NCAA Division III sports programs.

Technology Support
The University has a wireless network that encompasses all academic and residential buildings. Computers, gaming systems, Smart TVs, and most streaming devices are allowed on the campus network. There are also several computer labs across campus (some that operate 24/7) that provide students access to the software that is used in their classes. The campus also features a number of smart classrooms. More information on the technology services provided can be found at malboncenter.batten.edu/services. Those experiencing technical issues may contact the Malbon Center for Technology Help Desk by calling 757-524-5900 or emailing helpdesk@batten.edu.

University Recreation and Wellness (UREC)
UREC at Batten University strives to provide quality recreational opportunities to the campus community regardless of skill or experience. Its primary mission is to promote personal growth, social fellowship, and healthy lifestyle choices through participation in challenging and fun activities. All of the programs emphasize student involvement and leadership to determine the direction of yearly goals. Students may get involved through participation in one of many on and off-campus recreational events or adventures. UREC also offers various employment opportunities through the University's Work & Learn program. For more detailed information about programs, policies, or general rules, please stop by the UREC Office.

Additional services and opportunities for engagement can be found in the Batten University catalog.

ADMISSIONS AND ENROLLMENT

GENERAL ADMISSIONS PROCESS

Overview

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

The table below delineates the general admission process. An explanation of each step is provided below the chart. Please refer to the specific program of interest's overview for specific requirements.

Steps in the Process	CVT	Trad BSN	RN to BSN	MENP	CNL	ST	PCT	MA	MS	CEP
1. Submit a completed application for admission.	X	X	X	X	X	X	X	X	X	X
2. Submit official college transcripts.	X	X	X	X	X	X	n/a	X*	n/a	n/a
3. Submit official high school transcripts showing graduation.	X	X	X	X	n/a	X	X	X	X	n/a
4. Take the applicable preadmission test.	ATI TEAS	ATI TEAS	n/a	n/a	n/a	ATI TEAS	n/a	n/a	n/a	n/a

* = High school transcripts may also satisfy this requirement. See Medical Assistant Certificate Program Overview for additional information.

NOTE: There are no unique admission requirements for distance education programs or courses.

Legend	
CVT	Cardiovascular Technology Program - Associate of Applied Science Degree
Trad BSN	Bachelor of Science in Nursing Degree (for applicants who are not already a licensed RN)
RN to BSN	Bachelor of Science in Nursing Degree (RN to BSN Program for currently licensed RNs)
MENP	Master's Entry to Nursing Practice - Master of Science in Nursing Degree (for applicants who have a bachelor's degree and are not already a licensed RN)
CNL	Clinical Nurse Leader - Master of Science in Nursing Degree (for applicants who have a BSN and are already licensed RNs)
ST	Surgical Technology Program - Associate of Applied Science Degree
PCT	Patient Care Technician - Certificate Program
MA	Medical Assistant - Certificate Program
MS	Monitor Surveillance Technician - Certificate Program
CEP	Cardiovascular Electrophysiology - Academic Certificate Program

NOTE: The applicant must provide accurate and truthful information. Falsification of an application or communication of any false information during the admission process may result in acceptance being rescinded and/or the application being withdrawn. The application can then be made for the next available class. (Exceptions include criminal history falsification [refer to the Contingency Requirements section] and a positive drug screen. Both of these require one [1] year before the applicant can reapply.)

Detailed Admissions Steps

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect. For full details regarding the admission steps for Sentara College of Health Sciences at Batten University, please contact the Director of Enrollment for Sentara College of Health Sciences at Batten University at enrollment@batten.edu or 757-455-3208.

STEP 1: Applications
Applications may be obtained from the Batten University website (www.batten.edu). The prospective applicant will be required to complete an application to be considered for admission.

- *Certificate Programs* will be reviewed for admission on a first-come, first-serve basis until the session is filled or until the application deadline, whichever comes first.
- *Degree Programs* must submit their applications and all required transcripts/documents by the application deadline of the specific program. Applications received after the deadline for a program or after the program has filled will be considered for the next available admission cycle.

Candidates may only have one (1) degree program application and one (1) certificate program application active at any one time. If a candidate wishes to apply to a degree program and certificate program, the sessions must not conflict.

Transfer of application to subsequent class:

- Degree Programs
    - Applicants who are admitted to a class, but are unable to start, may roll their application one (1) time to the next admission cycle after they have paid their required non-refundable fee for reconsideration without reapplying. Please note that any completed urine drug screen and/or criminal background investigation will be valid for one (1) calendar year from the initial screening date. The applicant must notify the university of the intended roll prior to the first day of class.
    - Applicants who are admitted to a specific program, but would like to transfer to a different program, may do so by paying a non-refundable transfer fee. This transfer will count as the applicant's one (1) roll opportunity. The applicant must notify the university of the intended roll prior to the first day of class. Applicants must ensure that all requirements for the degree program they wish to transfer to have been met.
    - Applicants who were considered, but not admitted, must reapply.

- Certificate Programs
    - Applicants who are admitted to a class but are unable to start, may roll their application one (1) time to the next available class after they have paid their required non-refundable fee without reapplying. Please note that any completed urine drug screen and/or criminal background investigation will be valid for one (1) calendar year from the initial screening date. The applicant must notify the university of the intended roll prior to the first day of class.
    - Applicants who are admitted to a specific program, but would like to transfer to a different certificate program, may do so by paying a non-refundable transfer fee. This transfer will count as the applicant's one (1) roll and the applicant must notify the university of the intended roll prior to the first day of class. Applicants must ensure that all requirements for the certificate program they wish to transfer to have been met.
    - Applicants who were considered, but not admitted, must reapply.

STEP 2: Submit Official Transcripts/Documentation
Transcripts are required from all colleges/universities attended for prerequisites. Unofficial transcripts are acceptable at the time of application. Prior to the end of the add/drop period, official transcripts must be received directly from the sending institution or hand-delivered in a sealed envelope bearing the official seal and signatures of the issuing institution. Sentara College follows the numbering convention as used by the local community colleges: 100-level courses

are reflective of the first year or freshmen year of study, 200-level course are reflective of the second year or sophomore year, a 300-level course is reflective of the third year or junior year of study, and a 400-level course is reflective of the fourth year or a senior year of study.

The college-level prerequisites required must be taken at an institution accredited by an agency recognized by the Secretary of Education of the U.S. Department of Education. In addition to transcripts, course descriptions and/or syllabi may be requested by the Office of Enrollment for evaluation. Applicants requesting approval for prerequisite credits from institutions outside of the United States must obtain a foreign transcript evaluation by an approved NACES agency. See additional information in the Transfer Credit Policy.

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

Master's Degree Applicants: an academic transcript to evidence the baccalaureate degree or higher must be submitted at the time of application. See the Nursing General Admission Requirements section for more information on the master's program application.

STEP 3: Preadmission Testing
Preadmission testing is required for the Cardiovascular Technology, Surgical Technology, and Traditional BSN Programs. The required preadmission test is the ATI Test for Essential Academic Skills (ATI TEAS). This test measures essential math, reading and comprehension, English and language usage, and science skills. Specific skills content in each category include:

- Math: Numbers & algebra and measurement & data
- Reading Comprehension: Key ideas & details, craft & structure, and integration of knowledge & ideas
- English and Language Usage: Conventions of Standard English, knowledge of the language, and using language and vocabulary to express ideas in writing
- Science: Human anatomy & physiology, biology, chemistry, and scientific reasoning

The applicant is allotted 3.5 hours to complete this timed test. It is highly recommended for applicants to prepare for the ATI TEAS by purchasing study materials at www.atitesting.com.

Test scores are considered in the admission process. The results of the ATI TEAS are strongly considered along with GPA from prerequisite general education courses.

The ATI TEAS test may be taken twice in an admission cycle. Tests are administered at the PSI Exam Center and the cost of the test is the responsibility of the applicant.

> *Testing Accommodations:* PSI Exams offers testing accommodations for those with disabilities or those who would otherwise have difficulty taking the test. It is the applicant's responsibility to arrange accommodations with PSI Exams.

STEP 4: Admission Decisions
Admission decisions are made on the basis of any required preadmission testing and prerequisite grades that may be required for a specific program and space availability. Sentara College of Health Sciences reserves the right to withdraw or roll admitted applicants at any time.

Procedure Title: General Admission Requirements		
Department: Enrollment Services	**Owner:** Assistant Dean of Enrollment Services	**Original Date:** April 2009
Review Date: October 2012, June 2014, June 2015, February 2016, April 2017, June 2017, May 2022, May 2024	**Revision Date:** October 2012, June 2014, June 2015, February 2016, April 2017, June 2017; October 2017, March 2018, April 2019, February 2020, September 2020, June 2023, November 2023, October 2024, May 2025, October 2025	**Effective Date**: April 2009, October 2012, June 2014, June 2015, February 2016, April 2017, June 2017, October 2017, August 2018, August 2019, March 2020, August 2020, August 2021, August 2022, August 2023, November 2023, October 2024, May 2025, November 2025
Audience: Prospective and Enrolled Students		

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

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

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

Definitions
None

Procedures

Required action steps	*Performed by*	*Supplemental guidance*
For all programs: The Office of Admissions reviews the application and ensures that all applicants meet the following criteria: • Be 18 years of age or older by the first day of clinicals. If the applicant is not 18 years of age at the time of application submission, both the applicant and a parent or legal guardian must sign the application. • Be a U.S. citizen or permanent resident of the U.S. Applicants must self-	Office of Admissions	Candidates who speak English as a second language will follow the language screening guidelines (which may include the TOEFL exam). Sentara College of Health Sciences is authorized to offer hybrid and distance education. Upon application, an applicant's physical address is initially verified based on the information provided. During onboarding, this address is confirmed with a government-issued photo ID and a signed enrollment agreement. Please note that students who relocate to a state where the

certify citizenship or show permanent residency.		College is not authorized to operate may encounter obstacles in completing their program. For any address changes, please refer to the Records Policy.
For all Undergraduate and Certificate Programs: The Office of Admissions reviews the application and ensures that all applicants have met the following requirements: • Submit an official high school (or GED) transcript prior to the start of the program showing completion of a standard or advanced high school diploma. • Completed program-specific prerequisite requirements with a "C-" or better prior to application and/or prior to starting the program. • Completed preadmission testing, if applicable. • Any foreign transcripts must be evaluated by a National Association of Credential Evaluation Services (NACES) approved agency. • Must have taken the Test of English as a Foreign Language (TOEFL), if required. • Attended an accredited institution following graduation from high school or receipt of a GED or home school verification. Official transcripts from all colleges attended must be submitted to the Office of Admissions for credits to be considered for official transfer into Sentara College.	Office of Admissions	Candidates who speak English as a second language will follow the language screening guidelines (which may include the TOEFL exam). The institution from which courses may be transferred must be accredited by an agency recognized by the Secretary of Education of the U.S. Department of Education.
For all Graduate Programs: The Office of Admissions reviews the application and ensures that all applicants have met the following requirements: • Successfully completed a bachelor's degree or higher	Office of Admissions	Candidates who speak English as a second language will follow the language screening guidelines (which may include the TOEFL exam). The institution from which courses

from an accredited institution (a bachelor's degree in nursing is required for the Master of Science in Nursing - Clinical Nurse Leader Program). An official academic transcript must be submitted prior to matriculation as evidence of degree conferral. • Completed program-specific prerequisite requirements with a "B-" or better prior to application and/or prior to starting the program. (Exception: a "C-" or better in statistics is required for the Master of Science in Nursing - Clinical Nurse Leader Program.) • Official transcripts from all colleges attended must be submitted to the Office of Admissions for credits to be considered for official admission into Sentara College. • Must have taken the Test of English as a Foreign Language (TOEFL), if required. • Any foreign transcripts must be evaluated by a National Association of Credential Evaluation Services (NACES) approved agency.		may be transferred must be accredited by an agency recognized by the Secretary of Education of the U.S. Department of Education. Please refer to the required prerequisites section and to the program of interest for specifics regarding prerequisite courses.

Admission Decisions
Admission decisions are made on the basis of any required preadmission testing and prerequisite grades that may be required for a specific program and space availability. Sentara College of Health Sciences has the right to withdraw or roll admitted applicants at any time.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
General Admissions Process
Nursing General Admissions Requirements
Cardiovascular Technology Overview
Surgical Technology Overview
Patient Care Technician Certificate Overview
Monitor Surveillance Certificate Overview
ABHES VI.D.7 - Graduate degree admission

Policy Title: Admissions Decision Appeal		
Department: Enrollment Services	**Owner:** Assistant Dean of Enrollment Management	**Original Date:** September 2013
Review Date: April 2019, April 2020, May 2022, May 2023, May 2024, June 2025	**Revision Date:** June 2015, March 2016, April 2019, May 2025	**Effective Date:** September 2013, June 2015, March 2016, August 2021, August 2022, May 2025
Audience: Prospective Students		

Policy Statement
This policy ensures due process to those persons who were denied admission to Sentara College of Health Sciences.

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

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

Definitions
None

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

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

Required action steps	***Performed by***	***Supplemental guidance***
A letter must be postmarked no later than 14 days from the date of the decision. It must contain new information that is the basis for appeal. The letter should be sent to the assistant dean of enrollment management (letters of recommendation are not the basis for appeal).	Applicant	
The assistant dean of enrollment management reviews the documentation in the appeal letter and makes the final decision. This decision is final and cannot be further appealed.	Assistant Dean of Enrollment Management	This person may solicit input and information from key persons in the college in order to gather additional information that may be pertinent.
Any decision to grant admission after appeal is contingent upon the availability of space within that program.		

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
General Admissions Requirements Policy
Cardiovascular Technology Program Overview
Surgical Technology Program Overview
Nursing General Admissions Requirements
Patient Care Technician Certificate Overview
Monitor Surveillance Certificate Overview
Medical Assistant Program Overview and Technical Standards

Policy Title: Advanced Placement		
Department: Student Services	**Owner:** Registrar	**Original Date:** 2008
Review Date: June 2018, April 2020, March 2021, April 2022, May 2023, May 2024	**Revision Date:** 2009, 2013, 2014, 2015, February 2016, June 2017, August 2017, April 2019, May 2025	**Effective Date:** 2008, 2009, 2013, 2014, 2015, February 2016, June 2017, August 2017, August 2019, August 2021, August 2022, May 2025, August 2025
Audience: Prospective and Returning Students		

Policy Statement
This policy allows students to enter the specific program at a particular point, other than the beginning, or to have specific courses waived.

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Purpose
The purpose of this policy is to ensure all enrolled students who have completed previous courses, licensures, certifications, and/or work experience (as applicable to the specific program) are granted similar credit in this college. The School of Allied Health does not give credits for experiential learning.

Definitions
Advanced placement - being placed in a specific program curriculum at a higher level than the beginning.

Procedures
Before consideration for advanced placement, applicants must meet program admission requirements and be admitted into the respective program. Additionally, all required paperwork, such as transcripts and syllabi, must be submitted prior to review. A program official will review the applicant's file to determine the best course of action.

For all programs, placement into a particular semester is contingent upon available space in the course(s) for which the applicant is requesting to enter. Placement availability will be determined by the program official. Prerequisite courses can be waived on a case-by-case evaluation.

School of Nursing
RN to BSN Program
RN's who hold an unencumbered license and who are enrolled in the RN to BSN Program are eligible to receive advanced placement credits at the successful completion of NUR 330: Transition to Professional Nursing Practice and NUR 430: Capstone to equal 48 credits.

School of Allied Health – Cardiovascular Technology Program

Required action steps	*Performed by*	*Supplemental guidance*
Registered Sonographers (RDMS, RDCS/RCS, or RVT/RVS) are eligible for advanced placement status in either of the ultrasound disciplines of the Cardiovascular Technology Program. To be considered for admission, the sonographer must:	Applicant, admissions advisor and program officials	

• Provide evidence of current registration with the American Registry of Diagnostic Medical Sonographers (ARDMS) or Cardiovascular Credentialing International (CCI). • Have one or more years of experience in the field of diagnostic sonography in which the applicant is registered (abdominal, fetal, cardiac, or vascular ultrasound). • Submit name and contact information of current supervisor to verify employment and be used as a reference. • Submit an official transcript from the school which education in ultrasound was received. This transcript must document a grade of "C-" or better in Anatomy and Physiology. If the sonographer learned ultrasound through job training and self-study, a course in college-level Anatomy and Physiology is required. • Comply with all other college admission requirements.		
Registered Radiologic Technologists (R.T.R.) who are certified in cardiovascular technology (CV) are eligible for advanced placement status in the invasive curriculum of the Cardiovascular Technology Program. To be considered for admission, the radiologic technologist must: • Provide evidence of current registration with the American Registry of Radiologic Technologists (ARRT) as an R.T. (R), as well as certification as a cardiovascular technologist (CV) given by the ARRT. • Have one or more years of experience in the field of special vascular angiography. • Submit name and contact information of the current supervisor to verify employment and be used as a reference. • Submit an official transcript from the school which education in radiology was received. • Comply with all other college admission requirements.	Applicant, admissions advisor and program officials	

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
None

Policy Title: Americans with Disabilities		
Department: Student Services	**Owner:** Academic Support and Access Specialist	**Original Date:** May 2009
Review Date: April 2020, May 2022, May 2023, May 2024	**Revision Date:** August 2010, May 2011, May 2015, January 2016, May 2016, October 2016, January 2017, June 2018, April 2019	**Effective Date:** May 2009, August 2010, May 2011, May 2015, January 2016, May 2016, October 2016, January 2017, August 2018, August 1, 2019, August 2021, August 2022
Audience: Prospective and Returning Students		

Policy Statement
The Americans with Disabilities Act (ADA) of 1990 (PL 101-336) mandates equal opportunities for persons with disabilities in all public facilities, programs, activities, services, and benefits derived from them. Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended, and PL 93-516 mandate equal opportunity for qualified persons with disabilities in all programs, activities, and services of recipients of federal financial assistance. Both ADA and Section 504 are civil rights statutes that prohibit discrimination on the basis of disability, obligate colleges and universities to make certain adjustments and accommodations, and offer to persons with disabilities the opportunity to participate fully in all institutional programs and activities.

Purpose
Sentara College of Health Sciences is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in the educational programs and services offered on an equal basis. The goal is to provide this opportunity in a setting that fosters independence and meets the guidelines of The Americans with Disabilities Act (ADA) of 1990 (PL 101-336) and Section 504 of the Rehabilitation Act of 1973 (PL 93-112).

Procedures
Individuals are encouraged to start the request process as early as possible to ensure the availability of the service or auxiliary aid needed; students may request accommodations at any time during their enrollment. Accommodations are **not** retroactive.

Each program has established and published technical standards which are required of all These standards are included as part of the enrollment process and are also available in the college catalog. Individuals should review the standards for their program to determine if they can meet them with or without reasonable accommodations.

Reasonable accommodations are made on an individual basis. Accommodations are considered on a case-by-case basis, considering the individual's disability, the impairment caused by such disability, and other circumstances specific to the student, the individual's course of study, and the college setting. As a result, there is no specific set of accommodations automatically assigned for a particular condition or diagnosis. Two students with identical diagnoses may have very different strengths and challenges and, therefore, they will need different accommodations.

Accommodations will not be provided
- fundamentally alter the nature of Sentara College programs, courses, services, or activities
- pose a direct threat to the health or safety of the requesting student or others

Documentation Required for Students Requesting Extended Testing Time (150%) and/or Quiet Room Only (Reference - AHEAD August 2016)

- will accept documentation (in English) that has been prepared after age 13.
    - If there is no documentation after age 13, the student must follow the steps outlined in the next section.
- The documentation must be sufficient in providing the rationale for the accommodation.
- This documentation can come from secondary schools (such as an IEP), other post-secondary institutions, testing agencies that administer high stakes tests (such as certification or licensing boards) or from the student's prescribing physician. A letter with only a diagnosis from the physician is not sufficient documentation.

Documentation Required for All Other Accommodations

- Individuals requesting accommodations must provide professional documentation and meet with the designated individual in the Center for Student Success.
- The documentation must be prepared in English by a professional qualified to evaluate the specific disability. It must include this individual's credentials describing certification, professional licensure and/or professional training. This documentation from the qualified professional must include recommendations for accommodations. Accommodations cannot be approved or administered without this documentation. The professional must be an impartial individual who is not a family member nor in a dual relationship with the student.
- The documentation must be current – within the past three (3) years.
- The documentation must be comprehensive and reports may include but are not limited to:
    - A clear statement of the diagnosis.
    - Description of the diagnostic tests, methods, and criteria used, including specific test results (including the standardized testing score), the functional impact of the disability, and the examiner's narrative. For learning disabilities, current documentation is defined using adult norm.
    - A statement indicating treatments, or assistive devices/services currently prescribed or in use.
    - Description of the expected progression or stability of the impact of the disability over the time the student is enrolled in the college.
    - History of previous accommodations and their impact if applicable.
- If there are multiple disabilities, documentation must be submitted for each disability.
- The individual may be asked for additional documentation before any decisions regarding accommodations are made. The cost of any additional information is borne by the student.
- Sentara Human Resources or the Sentara Employee Health Services will be consulted as needed

The Center for Student Success will act on the professional documentation within seven (7) business days of receipt. The individual will be contacted if the service or auxiliary aid is not immediately available to determine the best alternative. A form will be prepared by the designated individual in the Center for Student Success and given to the student listing the approved accommodations for the student. It is the student's responsibility to provide a copy of this form to the course coordinator.

Following the communication with the individual, the course coordinator completes their section of the form and both the course coordinator and individual sign the form. The individual has the option of allowing the course coordinator to forward the form to other faculty teaching the course or can choose to meet with each one of them. Accommodations will not be implemented until all faculty have received a copy of this form stating how accommodations will be met. Individuals continuing in the college must communicate with the designated individual in the Center for Student Success at the beginning of each subsequent semester/course to discuss and review current accommodations and receive a new form for the upcoming semester/course.

Individuals should schedule an appointment with the designated person in the Center for Student Success if they need to modify their accommodation requests, are experiencing academic difficulties, or have questions or need advice.

All student records are protected under Family Educational Rights and Privacy Act (FERPA). Any questions or concerns related to disabilities and or accommodations can be emailed to the Center for Student Success at email address: studentsuccess@sentara.edu.

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Approved Student Accommodation Form for Faculty
Release of Information Form - ADA
Association on Higher Education and Disability (AHEAD) Guidance on Documentation Practices – April 2012 (https://www.ahead.org/professional-resources/accommodations/documentation)

Policy Title: Appeal and Formal Complaint Process for Americans with Disabilities		
Department: Student Services	**Owner:** Academic Support and Access Specialist	**Original Date:** June 2017
Review Date: April 2020, May 2022, May 2023, May 2024	**Revision Date:** July 2018, April 2019	**Effective Date:** June 2017, August 2018, August 1, 2019, August 2021, August 2022
Audience: Prospective, Returning, and Enrolled Students		

Policy Statement
This policy outlines the steps in the appeal process and the requirements at each step. If a student does not attend a scheduled interview, meeting, or hearing or comply with stated timelines the student forfeits their right to the appeal.

Purpose
Sentara College of Health Sciences is committed to ensuring that all qualified individuals with disabilities have the opportunity to take part in the educational programs and services offered on an equal basis. The goal is to provide the opportunity in a setting that fosters independence and meets the guidelines of The Americans with Disabilities Act (ADA) of 1990 (PL 101-336) and Section 504 of the Rehabilitation Act of 1973 (PL 93-112). The college has adopted this internal appeal and formal complaint process to provide for the prompt and equitable resolution of student complaints related to Sentara College's Americans with Disabilities Policy if a student believes services, accommodations or auxiliary aids have been denied. If a student has a complaint related to issues outside the Sentara College's Americans with Disabilities Policy, the student must use the Appeal and Formal Complaint Process.

Procedures
Sentara College will treat all information submitted as confidential. Subject to the Family Educational Rights and Privacy Act (FERPA), the college official investigating the grievance will inform individuals with a legitimate need to know of the appeal and may provide related information to allow for a thorough and meaningful investigation. Sentara College prohibits retaliation for submitting an appeal or participating in an appeal investigation. The investigation will be fully documented. Since this is a process between the student and the college, the student may not substitute parents, spouses, relatives, friends, or legal representation for their own direct participation in the informal process or formal appeal procedure. Additionally, the student may not bring any other individuals to an interview, conference, or hearing.

Steps in the Grievance Process
1. Informal Conference
Students should immediately discuss any concerns that they have regarding their accommodation(s) with the course coordinator, their faculty and/or program coordinator to ensure that there are no misunderstandings about the accommodation(s) or how they are being administered. Students are highly encouraged to seek guidance from the Center for Student Success (CSS) when they have concerns regarding their accommodation(s). Students are expected to try and resolve their concerns/issues with an informal conference no later than seven (7) days from the date of the incident(s) before they proceed with the additional steps in the appeal process.

2. Formal Appeal Procedure

Required action steps	*Performed by*	*Supplemental guidance*
Appeal Submittal	Student	The student must submit a written complaint an appeal directly to the college's 504 ADA Coordinator within seven (7) calendar days of the informal conference or from the date that the issue/concern arose.

		The complaint must contain: • The name and address of the person filing the complaint. • A statement of the problem or action alleged to be discriminatory. • A description of the efforts made to resolve the issue informally (if applicable).
504 ADA Coordinator shall investigate the complaint.	504 Coordinator	• This investigation must be thorough. Statements may be requested by the 504 Coordinator from individuals who are directly involved in the issue. Statements not requested by the 504 Coordinator will not be accepted. • The investigation may include interviews with individuals that have relevant information. • The 504 ADA Coordinator will maintain files and records of grievances in the college. • Note: if the appeal is with Sentara College 504 Coordinator, the president shall appoint an alternate individual to conduct the investigation. • The data from the investigation will be presented to the dean of academic affairs for review and decision.
The dean of academic affairs shall issue an appeal decision in writing within five (5) business days after the original file date of the formal grievance request.	Dean of academic affairs	
The student may appeal the decision in writing within seven (7) calendar days of the date on the letter.	Student	The student must submit written notification of appeal to the president with a copy to the Sentara College 504 ADA Coordinator.
The president shall issue a written decision in response to the appeal within five (5) business days after the date of receipt.	President	The decision of the president is final.

Additional Rights of the Student

Sentara College works diligently to find positive outcomes student concerns. Students should first seek informal resolution of any concern or issue through internal avenues of complaint resolution outlined in the institution formal complaint or appeal procedure before going outside the college. If, after exhausting the institution's internal appeal procedures, the institution has not responded to the student's satisfaction or a satisfactory remedy has not been found, the student from Virginia and from National Council for State Authorization Reciprocity Agreements (NC-SARA) member states may file a formal complaint (this cannot be about grades or student conduct violations) with the State Council of Higher Education for Virginia (SCHEV). NC-SARA member states are shown on the SARA website http://nc-sara.org/sara-states-institutions

In addition, the student may file a complaint of discrimination based on disability with the U.S. Department of Education,

Office of Civil Rights.

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA) Policy
Grievance Policy
Americans with Disabilities Policy

CONTINGENCY REQUIREMENTS

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

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

Required Non-refundable Fee & Admissions Paperwork
The required non-refundable fee and admissions paperwork are due two (2) weeks after notification of acceptance. This fee is applied to enrollment items including urine drug screening, criminal background investigation, health screening repository, and fingerprinting (program dependent). Admissions paperwork including the enrollment agreement is available in the student portal and must be completed by all newly admitted students. Failure to pay the fee and complete the paperwork on time may result in forfeiture of class seat.

Transcripts
Official transcripts are required to be submitted no later than the end of the add/drop period of the student's first session in the college. Please note that some prerequisite courses are required to be submitted prior to the program's application deadline. Please see the admission requirements of the particular program of interest for specifics. If official transcripts are not received by the end of the add/drop period of the student's first semester, the applicant may be withdrawn from the program and must reapply for the next admission cycle.

Basic Life Support (BLS) Certification
All applicants* selected for admission must have current certification in American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers. Documentation of current certification must be uploaded three (3) weeks prior to their clinical experience. If they are not uploaded the student may be restricted from class and be at risk of failure. BLS training may be completed at any AHA training facility.

Re-certification of BLS for Healthcare Providers through AHA is the student's responsibility. Students are not permitted to attend clinical without documentation of current BLS certification.

> * BLS is not required for RN to BSN, MSN - Clinical Nurse Leader (CNL), and Certificate in Cardiovascular Electrophysiology (CEP).

Criminal History
Sentara College of Health Sciences requires that all applicants (except CEP) provide consent for a criminal background investigation when signing the admission application. Some programs will require fingerprinting as part of the background investigation(s). The cost of the investigation(s) is included in the required non-refundable fee; however, should additional investigations be required, the applicant is responsible for the fees incurred. The admission application for Sentara College of Health Sciences requires an applicant to disclose if they have been convicted of a crime in any state in the United States. The college retains the right to revoke admission to students who falsify their application by failing to disclose.

All applicants selected for admission must submit to a criminal history background check, Nationwide Healthcare Fraud and Abuse Scan, and National Sex Offender background check. Sentara College of Health Sciences reserves the right to deny or revoke admission based on criminal history, which may include pending criminal charges. A waiting period of one (1) year, from the date of application, is required before reapplying if one's admissions application is falsified or an unsatisfactory criminal background investigation is returned.

The college also retains the right to revoke admission to students whose complete criminal background investigation is not completed prior to the end of the add/drop period of their first semester.

Candidates with criminal records (other than traffic violations) should contact the Office of Enrollment Services for more

information prior to applying. The assistant dean of enrollment management or designee will contact Sentara Human Resources to inquire about the conviction. If, after review, the applicant is deemed un-hirable by Sentara Health and/or the applicant may not be able to receive a licensure or certification, the applicant will be informed of such. If an admissions application has already submitted, it may be cancelled and the application processing fee will not be refunded.

The college also reserves the right to obtain subsequent criminal histories on admitted students at any time during the duration of the program.

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

Drug Screening
All applicants (except RN to BSN, CNL, and CEP) accepted for admission must submit to a urine drug screening. Results must be returned by the end of the add/drop period of the student's first semester or the student's application may be cancelled and withdrawn from the respective program.

Sentara College of Health Sciences reserves the right to immediately revoke admission to students if the urine drug screening is positive (unsatisfactory urine drug screening) or if the applicant misses the deadline for completing the screening. A waiting period of one (1) year, from the date of application, is required before reapplying if an applicant receives unsatisfactory urine drug screening results. If an applicant misses the deadline for the urine drug screening, if applicable, they can reapply after one (1) month for certificate programs and one (1) year for the degree-granting programs.

The college also reserves the right to obtain subsequent drug screenings on admitted students at any time during the duration of the program.

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

Health Screening
All applicants (except RN to BSN, CNL, and CEP) selected for admission must upload documentation that they have received all required immunizations three (3) weeks prior to their clinical experience. Medical and religious exemptions are available. To apply, please contact the Office of Enrollment for more information. Failure to upload the required documentation or exemption may result in being restricted from attending class and facing the risk of failure. The student is responsible for all costs associated with these requirements. Below are the initial (enrollment) health screening requirements.

Immunizations must be documented by the healthcare provider administering the injection or the institution recording the administration, the type, and actual date of immunization must be provided within the documentation. A titer must clearly indicate test result.

- Two (2) negative PPD (tuberculosis) skin test readings or one negative TB blood test within 12 months prior to admission (see Important Information below)
    - At least a one (1) week waiting period is mandatory between PPD skin tests for reliable results. The document must reflect the date and results of the test. One negative PPD skin test is required annually thereafter while enrolled in the College (the annual PPD skin test is due 12 months from the date of the last skin test on record)
- Influenza (flu) vaccine for the current/upcoming flu season
    - Immunization is required and cannot be declined. The immunization must be for the upcoming season/current season. Immunization for a prior season is not acceptable. The vaccine for the current season is usually available in late summer.
      Note: if you are an August admit, you are permitted to start class without the immunization but are required to receive the immunization prior to the start of the flu season.
- Completion of the three-dose Hepatitis B vaccine series within six months of the initial dose, or documentation of a lifetime-positive IGG (Immunoglobulin) titer indicating immunity. Alternatively, completion of the two-dose

Hep-B series with a titer confirming immunity is also acceptable, to be completed within the same six-month timeframe.
- One (1) single dose of Tdap (tetanus, diphtheria, and pertussis) vaccine given within the past 10 years
- Two (2) MMR immunizations (measles, mumps, rubella) or an IGG titer positive for immunity to each disease
    - MMR is a combination vaccine; separate vaccinations for each disease are not acceptable.
- Two (2) varicella (chickenpox) immunizations or an IGG titer positive for immunity

Note: RN to BSN, CNL, and CEP students do not have to provide immunization records

Technical Standards
The technical standards found in this catalog reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the program of study at the college. These standards are not conditions of admission to the program. Persons interested in applying for admission to a program at the college should review the technical standards of the program of interest to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. As part of admission, students will be required to sign an acknowledgement stating that they have read the technical standards for their program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. Therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Registration and Orientation
Newly admitted nursing degree-seeking students will be registered by the nursing admissions advisor for their first semester. Newly admitted students in the Cardiovascular Technology and Surgical Technology programs will be registered by the Office of the Registrar for their first semester. Subsequent semester registration for degree-seeking students will be completed online by the student through their student portal. Certificate programs will be registered by the Office of the Registrar.

Sentara College of Health Sciences is committed to ensuring newly admitted students are successful in their transition into our programs. To assist with this, students are required to complete a New Student Online Orientation and a Program Specific Orientation on campus. RN to BSN, CNL, and Certificate in Cardiovascular Electrophysiology students are not required to attend the Program Specific Orientation, but it is strongly encouraged. The orientation pieces will provide you with information on books, uniforms, and other vital information to help you be successful. (Information regarding books and uniforms can also be found prior to orientation under the current student section of our website.) Instructions on how to complete the New Student Online Orientation and information about the Program Specific Orientation will be emailed to the student from the Office of the Registrar.

Computer and Printer Requirements and Accessibility
All programs require students to have access to a computer and printer. All students enrolled in degree-seeking programs who attend class on campus must have a portable device (laptop/tablet) that meets the minimum technical standards listed below. Printing services are available at the college for a fee.

Hardware
- A laptop (should not be more than 3 years old) is required for all undergraduate and graduate programs. (While cell phones and tablets work for some services we provide, you will still need a laptop that meets the minimum requirements.)
- CPU: Intel Quad-core 1.8GHz / AMD Quad-core 2.0Ghz or better (Intel i5, or i7 recommended)
- Ram: 4GB (8GB recommended)
- Storage: At least 25GB of free space
- Recommended Equipment:
    - External Webcam (built in webcams work, however an external USB webcam is recommended as some of the academic activities will require you to capture your physical environment such as taking tests, online from your home.)
    - External storage medium (Flash Drive, Portable HDD/SSD, etc)

Software

- Microsoft Windows® Operating System (Windows 10 Home, 10 Pro, 11 Home, or 11 Pro) or Mac OS 11 (Big Sur) or later.
- A current antivirus and anti-spyware application that is regularly updated
- Google Chrome (recommended browser for all college online activities)
- Adobe Reader DC or a more recent version (Built-in PDF reader in browser is fine for most documents)
- NOTE: Sentara College of Health Sciences uses Brightspace. Students will need to maintain personal computer systems to comply with Brightspace technical requirements. You may use the System Check tool at https://community.desire2learn.com/d2l/systemCheck to verify your computer's compatibility with Brightspace.

Internet/Email

- An internet speed test helps you understand the actual performance of your internet connection by measuring download speed, upload speed, and latency (ping). Use this link to test your internet speed: http://openspeedtest.com/?Widget&run=5
    - You will need a stable connection with ***at least*** 8Mbps of download and upload speed, and Ping (latency) that measures 50ms or lower.
- An email address and account. All students will be issued a batten.edu email account to use while enrolled at the college. All communications from the college will be sent through the Student Portal and/or the student's batten.edu email account only. Students are expected to check this email account daily.

RESIDENT/NON-RESIDENT ALIENS AND INTERNATIONAL STUDENTS

Sentara College of Health Sciences is not an approved college for enrollment of non-immigrants. You must have a non-expired (or active) green card to attend. (Definition of a non-immigrant: An alien who seeks temporary entry into the U.S. for a specific purpose.)

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

Individuals who take the TOEFL examination will be required to demonstrate their ability to speak and comprehend English by obtaining a score of 79 on the internet-based test (this is equivalent to 213 on computer-based testing or a score of 550 on a paper-based test). Information can be obtained through Educational Testing Services at 609-771-7100 or 877-863-3546 and www.ets.org/toefl. An official copy of the TOEFL score report must be sent to the Batten University using the institutional code 5867.

Waivers

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

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

The Office of Admissions reserves the right to review applicants with extenuating circumstances on an individual basis.

Foreign Transcripts

Applicants who have attended foreign high school and/or universities/colleges may have their course work considered for college prerequisites. To have these courses considered, applicants must apply for a transcript evaluation by an approved member of the NACES agency. Acceptable member agencies are listed at www.naces.org.

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

The transcript evaluation must show the following:

- U.S. course equivalent for each course
- U.S. semester hour equivalent for each course
- U.S. grade equivalence for each course
- Calculated grade point average (if available)

The applicant should note that:

- The transcript evaluation neither guarantees program acceptance nor eligibility for licensure/certification exams upon completion of the program.
- The grade point average on the undergraduate transcript evaluation must be a 2.0 (C) or better in each course to be considered for admission.
- The grade point average on the graduate transcript evaluation must be a 3.0 (B) or better in each course to be considered for admission.
- The applicant will be advised regarding additional prerequisite course work needed to be admitted to the desired program.
- International applicants must take applicable pre-entrance exams given to all applicants and meet all other admission criteria.

Policy Title: Readmission		
Department: Enrollment Services and Academic Affairs	**Owner:** Assistant Dean of Enrollment Services and Dean of Academic Affairs	**Original Date:** May 2009
Review Date: May 2022, May 2023	**Revision Date:** August 2010, May 2011, February 2012, March 2012, June 2012, October 2012, February 2016, June 2017, June 2018, April 2019, April 2024, May 2025	**Effective Date:** May 2009, August 2010, May 2011, February 2012, March 2012, June 2012, October 2012, February 2016, June 2017, August 2018, August 2019, August 2021, August 2022, August 2024, May 2025
Audience: Prospective and Returning **S**tudents (excluding Joint BSN Program)		

Policy Statement

This policy identifies the criteria for being readmitted to the college and the specific process for readmission. Students meeting eligibility requirements may be readmitted only once to each program in Sentara College of Health Sciences. (Note: Students requesting transfer to another program, who are not in good standing, must apply for admission to the program.) Placement may depend on availability of seats in a course. *This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding readmission.*

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Purpose

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

Definitions

Eligibility – a student is eligible for readmission under the following conditions when the student:

- withdrew on their own accord (for any reason including significant life events).
- was dismissed for academic or clinical failure.
- has all account balances have been paid in full.
- is able to meet satisfactory academic progress (must be checked regardless upon re-entry).

A student is ineligible for readmission if the student:

- was dismissed for a critical violation of the Professional Code of Conduct Policy.
- had a pattern of formal counseling sessions related to the Professional Code of Conduct Policy throughout the program.

Procedures

Required action steps	*Performed by*	*Supplemental guidance*
All Degree Programs: Applicants must reapply by the designated deadline to be considered for readmission.	Admissions Advisor	Students are to contact Enrollment Services for more information on the deadline. Any previous Code of Conduct

If accepted students must sign a new enrollment agreement, consistent with the class into which they are being readmitted.		violations will remain in the student's record, continue upon re-entry into the college and may be progressive in nature. The Code of Conduct will be lifted at a time determined by faculty.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
General Admissions Requirements
General Admissions Process
Professional Code of Conduct Policy
Satisfactory Academic Progress Policy

Policy Title: Recruitment		
Department: Enrollment Services	**Owner:** Assistant Dean of Enrollment Services	**Original Date:** May 2011
Review Date: June 2018, April 2020, May 2022, May 2023, May 2024	**Revision Date:** October 2012, June 2013, May 2015, March 2016, June 2016, March 2025	**Effective Date:** May 2011, October 2012, June 2013, May 2015, March 2016, June 2016, August 2022, March 2025
Audience: Prospective and Returning Students		

Policy Statement
Sentara College of Health Sciences seeks to admit qualified applicants without regard to race, color, gender, gender identity, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation, provided the applicant is able to meet the physical and mental standards to perform the tasks necessary to meet the requirements of the program with or without reasonable accommodation.

Purpose
Sentara College of Health Sciences offers a range of structured professional programs, each requiring the completion of a defined curriculum that leads to a certificate or degree. All recruitment materials and promotional activities accurately represent the academic programs and adhere to the standards set by the institution's accrediting agency, as well as all relevant programmatic accrediting bodies, as outlined in the college catalog. These guidelines govern all advertising, publications, and student recruitment efforts to ensure transparency and compliance.

The college prohibits compensation—such as commissions, bonuses, or other incentive-based payments—tied directly or indirectly to student enrollment or the acquisition of federal financial aid, including Tuition Assistance funds. Committed to ethical recruitment practices, the college does not employ high-pressure tactics. This includes refraining from multiple unsolicited contacts via phone, email, or in person, as well as prohibiting same-day recruitment and registration. These policies reinforce the college's dedication to a transparent, student-centered admissions process while upholding the highest standards of integrity and ethics.

Definitions
None

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

- Individuals involved with advertising, publications, promotional literature, and exhibiting activities follow the above guidelines and ensure advertising and promotional publications are reviewed/revised at least annually.
- All recruitment materials and exhibiting activities are reviewed annually for accurate reflection of the content contained in the online catalog, website, and other handbooks, and for consistency of all publications and exhibiting activities.
- All advertising and student recruitment publications/exhibiting activities follow accreditation standards and guidelines.

- Review and revision of recruitment activities, advertising, publications, and promotional literature are approved by the college's director of business development and marketing, corporate marketing department, and the Executive Council of the college.
- The recruitment processes for all programs involve participation in a variety of recruiting events and the use of a variety of recruitment methods throughout the academic year.
- Recruiting efforts include obtaining quality applicants from the local geographic region and from diverse populations.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Catalog – Non-Discrimination Disclosure

Policy Title: Transfer Credit		
Department: Student Services	**Owner:** Registrar	**Original Date:** May 2009
Review Date: June 2018, April 2022, May 2023, May 2024	**Revision Date:** August 2010, May 2011, February 2012, March 2012, June 2012, June 2014, June 2015, February 2016, August 2017, October 2017, April 2019, March 2021, June 2021, September 2022, May 2025	**Effective Date:** May 2009, August 2010, May 2011, February 2012, March 2012, June 2012, June 2014, June 2015, February 2016, August 2017, October 2017, August 1, 2019, August 2021, August 2022, October 2022, May 2025
Audience: Prospective and Returning Students		

Policy Statement
This policy outlines the conditions under which courses may be transferred for similar credit into the college.

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

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

Definitions
Course substitution - a course that is substituted in place of a required course in the curriculum (prerequisites included) when a clear relationship exists between the two courses.

Waiver - using previous coursework where content is determined to be equivalent, but credit hours may not match.

Transfer credit - courses taken at one accredited institution and have those credits applied to required coursework at another institution.

Procedures
Official transcripts from all colleges attended must be submitted for credits to be considered for official transfer into Sentara College. It is up to the receiving institution to determine the acceptability of coursework as transferable to that institution. The institution from which courses may be transferred must be accredited by an agency recognized by the Secretary of Education of the U.S. Department of Education.

Requesting Transfer of Credit:
In order to request transfer credit for prerequisite courses or courses in the program of study's curriculum, the request must be made prior to the beginning of the program of study. If the student believes they have taken any course(s) that could potentially transfer and would like to have the course(s) reviewed, the student must request a review specifically for the course(s).

Requesting Transfer of Credit for Courses Taken at Colleges/Universities Outside of the U.S.:
Applicants requesting approval for prerequisite credits from institutions outside of the United States must obtain an

official foreign transcript evaluation by an approved National Association of Credentialing Education Services (NACES) agency. Each institution must have courses with a similar breadth of content to those approved by Sentara College and taught by faculty members with similar qualifications. Courses are evaluated on an individual basis for transferability.

Awarding of Transfer Credit:
Sentara College will award transfer of credit based on evidence that the course content and instruction meets the requirements for our programs as required by the college's accreditation and approval agencies. Courses that may be transferred for credit are those that are taken to meet the prerequisite requirements of the program or meet the requirements of one or more of the courses within the program of study.

- Courses are considered on a course-by-course basis instead of an hour-by-hour basis, with regard to the content of the course. For courses taken in quarter hours, the credits will be converted to semester hours, with a one-quarter hour being equal to two-thirds of one semester hour. For example, a 3.0 quarter-hour course will transfer as 2.0 semester hours.
- Credit for courses taken at accredited institutions will be reviewed by college officials for level and content. Credit is awarded based on the review of course outcomes, course description, content outline, syllabus, and/or faculty credentials. Transfer credits that are awarded are reflected with a grade of "TR" on the student's transcript. No quality points are awarded for transfer courses on the Sentara College transcript. Transfer credits do not calculate into the student's grade point average.
- Students requesting advanced placement for a degree program must submit course descriptions, outlines, and syllabus for any course to be considered (see Advanced Placement Policy).
- In order to be considered for transfer to an undergraduate program, courses must be minimally at a 100-level and the student must have received a minimum grade of "C-." Courses being considered for meeting admission requirements of a graduate program must have been completed with a minimum grade of "B-" (exception: a "C-" or better in statistics is required for the Master of Science in Nursing - Clinical Nurse Leader program). Courses that meet these criteria will be reviewed using a standardized process, including the approved list of transfer courses and course descriptions from the respective institutions (see comments in changes to the policy area).
- Students must complete a minimum of 30% of course work at Sentara College of Health Sciences to be awarded a degree from the college. The exception is the RN to BSN program, which requires that all 30 credit hours in the program be completed at Sentara College.

Awarding Credit for the Following:
Sentara College awards academic credit for the following:

- *International Baccalaureate (IB) coursework* - Minimum scoring for IB coursework varies by course.
- *College Board Advanced Placement (AP) Coursework* - Students who have achieved a score of 3, 4, or 5 on AP courses are awarded academic credit based on the scores achieved (3 = C, 4 = B, 5 = A).
- *College Level Examination Program (CLEP)* - Students who have taken examinations through CLEP are awarded grades based on score achieved (50-59 = C, 60-69= B, 70+ = A).
- *Defense Activity for Non-Traditional Education Support (DANTES)* - Minimum scoring for DANTES exams varies by exam. Grade equivalents are entered into the transcript based on the official scores reported on the transcript.
- *Sailor/Marine American Council on Education Registry Transcript (SMART) or Army/ACE Registry Transcript System (AARTS)* - Courses taken within military programs and submitted via SMART or AARTS will be evaluated individually, based on review and recommendations from the American Council on Education (ACE).
- *Excelsior College Examination (ECE)* - Students who have achieved a minimum grade of "C" on the ECE for Anatomy & Physiology are awarded academic credit for both Anatomy & Physiology I w/lab and Anatomy & Physiology II w/lab based on the official reported grade. Credits awarded for the ECE Anatomy & Physiology equate to six (6) semester hours. Additional general education courses can be used to obtain the required credit hours for graduation.

Course Substitutions/Waivers/Transfer Credit Process:
Students wishing to receive approval for course substitution, waiver, or transfer credit within the major must complete the appropriate form and submit to the Office of Admissions for evaluation.

If a course waiver is approved, the credit hours for the course will be waived; however, the student must still successfully

complete the minimum credit hours in order to graduate. Additional general education courses can be used to obtain the required credit hours for graduation.

- NOTE: RN to BSN students are not eligible to have course substitutions, waivers, or transfer credit within the major in order to meet residency requirements for graduation from Sentara College.

Waivers in the Nursing Program:
Traditional BSN and RN to BSN candidates who can provide proof of one of the following degrees will have some required prerequisite courses waived:
Associate of Arts (AA)
Associate of Science (AS)
Associate of Arts and Sciences (AA&S)
Any bachelor's degree

The following required prerequisite courses may be waived*, following proof of the above-listed degree:
Oral Communication
Ethics
Introduction to Sociology
Introduction to Psychology
Fine Arts Elective
Humanities Elective

> * Important Credit Distinction for Second Degree Seeking Applicants: A waiver satisfies the prerequisite requirement but does not grant academic credit. Students must ensure they meet the minimum credit requirements for graduation, which may require taking additional elective credits.

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Course Substitution/Waiver/Transfer Credit Form
Approved List of Transfer Courses
Advanced Placement Policy

DEPARTMENT OF ALLIED HEALTH

CARDIOVASCULAR TECHNOLOGY PROGRAMS

CARDIOVASCULAR TECHNOLOGY PROGRAMS OVERVIEW

Associate of Applied Science in Cardiovascular Technology Program Overview

Mission Statement

The four specialties (invasive cardiovascular technology, cardiac electrophysiology, adult echocardiography, and non-invasive vascular sonography) within cardiovascular technology in the Department of Allied Health award an Associate of Applied Science (AAS) Degree, which includes areas of diagnostic evaluation and interventional/therapeutic procedures. Graduates acquire the fundamental skills and knowledge necessary to perform in their chosen specialty, and are prepared to take their respective credentialing exam, to help meet the needs of the medical community.

Philosophy

The faculty believe that cardiovascular technology is a profession in which practitioners integrate caring with the competencies of assessment, technical interventions, communication, critical thinking, management, leadership, teaching, and knowledge to provide diagnostic services to clients in the cardiac catheterization lab, electrophysiology lab, and ultrasound clinics.

The field of cardiovascular technology delivers a variety of cardiovascular services to a diverse client population in the healthcare setting. The profession, through the cooperative efforts of its members, continues to evolve and strives to implement effective standards of practice and fiscal stewardship in order to promote cardiovascular health for its consumers. Cardiovascular technology is an essential discipline in an interdisciplinary team that is focused on improving cardiovascular outcomes using approved protocols.

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

Graduates of the Cardiovascular Technology Program are prepared at an entry level to be competent, caring, self-directed, and accountable members of the healthcare team. Cardiovascular technologists function effectively in the roles of caregiver, advocate, teacher, and team member to deliver technical services to clients in the cardiac catheterization lab, electrophysiology lab, echocardiography lab, or peripheral vascular lab. They are prepared to work collaboratively with clients and the healthcare team and to provide essential information and assistance to achieve preferred cardiovascular outcomes. Graduates are responsible for ongoing professional development to increase competency in the ever-changing healthcare environment. Associate of Applied Science in Cardiovascular programs are terminal occupational or technical programs and credits generally earned in these programs are not applicable to other degrees.

Competencies

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

- Humanistic caring and relationship
- Assessment
- Technical interventions
- Communication
- Critical thinking
- Management and leadership
- Knowledge integration

Through the incorporation of these competencies throughout the cardiovascular technology curriculum, students develop the knowledge, skills, and abilities needed in today's dynamic healthcare environment.

Cardiovascular Technology – Adult Echocardiography – Associate of Applied Science Program
The Adult Echocardiography Program uses multi-modal strategies in the delivery of healthcare education to prepare graduates to take the Registered Cardiac Sonographer (RCS) exam through Cardiovascular Credentialing International (CCI) and the physics exam (SPI) through the American Registry for Diagnostic Medical Sonography (ARDMS).

Program Goal

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult echocardiography.

Program Student Learning Outcomes
By the end of the program, the student will be able to:

1. Demonstrate professionalism and collaboration within the healthcare setting.
2. Synthesize the results of an echocardiography study using approved protocols and acquired images.
3. Correlate principles of ultrasound physics and instrumentation to adult echocardiography.
4. Integrate foundational theories and knowledge of cardiac anatomy and pathologies during echocardiography procedures.

Cardiovascular Technology – Cardiac Electrophysiology – Associate of Applied Science Program
The Cardiac Electrophysiology Program uses multi-modal strategies in the delivery of healthcare education to prepare graduates to take the Registered Cardiovascular Electrophysiology Specialist (RCES) exam through Cardiovascular Credentialing International (CCI).

Program Goal

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for cardiac electrophysiology.

Program Student Learning Outcomes
By the end of the program, the student will be able to:

1. Demonstrate professionalism and collaboration within the healthcare setting.
2. Synthesize the results of an electrophysiology procedure using approved protocols and measurements.
3. Integrate foundational theories and knowledge of cardiac anatomy and pathologies during electrophysiology procedures.

Cardiovascular Technology – Invasive Cardiovascular Technology – Associate of Applied Science Program
The Invasive Cardiovascular Technology Program uses multi-modal strategies in the delivery of healthcare education to prepare graduates to take the Registered Cardiovascular Invasive Specialist (RCIS) exam through Cardiovascular Credentialing International (CCI).

Program Goal

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for invasive cardiovascular technology.

Program Student Learning Outcomes
By the end of the program, the student will be able to:

1. Demonstrate professionalism and collaboration within the healthcare setting.
2. Synthesize the results of an invasive cardiovascular procedure using approved protocols and acquired images.
3. Integrate foundational theories and knowledge of cardiac anatomy and pathologies during invasive cardiovascular procedures.

Cardiovascular Technology – Non-Invasive Vascular Sonography – Associate of Applied Science Program
The Non-invasive Vascular Sonography Program uses multi-modal strategies in the delivery of healthcare education to prepare the graduate to take the Registered Vascular Specialist (RVS) exam through Cardiovascular Credentialing International (CCI) and the physics exam (SPI) through the American Registry for Diagnostic Medical Sonography (ARDMS).

Program Goal

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for non-invasive vascular sonography.

Program Student Learning Outcomes
By the end of the program, the student will be able to:

1. Demonstrate professionalism and collaboration within the healthcare setting.
2. Synthesize the results of a vascular study using approved protocols and acquired images.
3. Correlate principles of ultrasound physics and instrumentation to vascular studies.
4. Integrate foundational theories and knowledge of anatomy and pathologies during vascular studies.

Associate of Applied Science Admission Requirements

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

The Associate of Applied Science Degree in Cardiovascular Technology (AAS in CVT) require the completion of prerequisites. Below are the required college-level courses. In order to apply, applicants must complete Anatomy & Physiology I w/lab, one (1) other science, and two (2) other courses from the required prerequisites with a "C-" or better. All remaining prerequisite courses must be completed with a "C-" or higher prior to beginning the program.

Prerequisite Requirements	Batten University Course Equivalent	Minimum Credit Hours*
Anatomy & Physiology I w/lab	BIO 221	4
Anatomy & Physiology II w/lab	BIO 222	4
College Chemistry w/lab	CHM 130	4
College Algebra/Statistics	MATH 104 or 210 or AHS 105	3
English Composition	ENG 105	3
Fine Arts or Humanities Elective*	AFRS, AMST, ART, ARTH, CLAS, ENG, FR, GER, GREK, GWSS, HIST, HUM, LATN, MUS, PHIL, RELST, SPAN, TH	3
Medical Terminology	-	3
Social Science Elective*	AMST, GEOG, GWSS, HIST, POLS, PSY, SOC	3

* Credit values above or below the above requirements will be reviewed on a course-by-course basis.
** Generally, courses from the listed rubrics are accepted. Some courses in the above rubrics may not satisfy the requirement.

Early Admissions to Undergraduate Programs for AAS in CVT
For high school seniors, we also offer an early admission option.

In order to apply, the candidate must:

- Be a senior in high school
- Have a high school GPA of 3.3 or better at the time of application and upon graduation from high school
- Apply between January 1st and May 15th of senior year
- Have SAT scores of a minimum of 500 in reading and 500 in math or an ACT score of 21

Upon meeting the above criteria, the candidate will receive conditional acceptance to the AAS in CVT Program. This will guarantee the candidate a seat in the AAS in CVT Program if they meet all of the program's criteria as outlined below:

- Complete Anatomy & Physiology I w/lab, one (1) other science, and two (2) other courses from the above required prerequisites with a "C-" or better by the following May 15th. All remaining coursework must be completed with a "C-" or higher by the start of the program.
- Maintain a cumulative college GPA of 3.0.
- While completing prerequisites, candidate must meet with an admissions advisor at Sentara College at the end of each semester and provide unofficial transcripts for coursework completed and proof of the following semester enrollments. It is the responsibility of the candidate to contact the admissions advisor for confirmation of acceptable prerequisite courses and guidance as needed.

NOTE: If the candidate does not complete the above criteria successfully, their application will be withdrawn from the Early Admissions to Undergraduate Programs and they will be considered with the general pool of AAS in CVT applicants.

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

AAS in CVT Program Start Dates: August of each year.

Certificate in Cardiovascular Electrophysiology Program Overview
The Certificate in Cardiovascular Electrophysiology Program is delivered 100% online. This three (3) semester curriculum enrolls every August and continues through the following summer. The program consists of three (3) courses: EP 150, which is comprised of foundational theory for cardiac electrophysiology; EP 160, which is the theory of cardiac electrophysiology studies; and, EP 170, which is the theory of cardiac devices. Applicants should possess basic computer skills and be familiar with word processing, e-mail, and use of internet-based applications.

Cardiovascular Electrophysiology Specialists work with the physician to find and treat abnormal rhythms. They must be able to interpret basic EKG rhythms and report the results to the physician and/or nurse. Cardiac Electrophysiology Specialists are employed primarily in hospitals, although there may be some free-standing facilities performing cardiac electrophysiology procedures where technologists may be employed as well. Certification is typically required within two (2) years of hire in most facilities but may be subject to different requirements depending on the facility.

Graduates of the program receive an Academic Certificate in Cardiovascular Electrophysiology. Students completing the program will be eligible to apply to take the RCES: Electrophysiology Allied Professional Certification Examination - Cardiovascular Electrophysiology Specialist exam offered by Cardiovascular Credentialing International (CCI). Sitting for the certification exam is not a requirement to complete the program.

See the Bureau of Labor Statistics information about job for the graduates https://www.bls.gov/ooh/healthcare/diagnostic-medical-sonographers.htm.

Mission Statement
The mission of the Certificate in Cardiovascular Electrophysiology program is to advance theoretical knowledge of cardiac electrophysiology within professional practice.

Program Goal

- To prepare competent entry-level cardiovascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for cardiac electrophysiology.

Program Student Learning Outcomes
By the end of the program, the student will be able to:

1. Correlates fundamental concepts and principles from the applicable biological sciences to the performance of the cardiac electrophysiology technologist.

2. Integrate clinical work experience when synthesizing the results of an electrophysiology procedure using approved protocols and measurements.

Program Start Dates: August of each year

Certificate in Cardiovascular Electrophysiology Program Admissions
In order to apply, applicants must:

1. Apply by July 15th.
2. Provide proof of employment from Human Resources verifying at least six (6) months of work experience in a lab that performs cardiac electrophysiology procedures (devices and studies) by the first day of class.

CARDIOVASCULAR TECHNOLOGY TECHNICAL STANDARDS

Cardiovascular Technology – Adult Echocardiography – Associate of Applied Science Program

The list of technical standards is for the student to use to become aware and informed of the skills required to perform as a student in the Associate of Applied Science Degree in Cardiovascular Technology – Adult Echocardiography (CVT Adult Echo) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the CVT Adult Echo Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms.

		• Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide care in the adult echocardiography environment.	• Measure, calculate, reason, interpret, analyze, integrate and synthesize complex information and apply the information in the adult echo environment. • Assess and monitor health needs. • Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients.	• Obtain and utilize information from clinical documents including but not limited to patient charts, images etc. to provide patient care. • Demonstrate case management to include selecting instruments, supplies and equipment needed for the procedure. • Obtain, assess and interpret clinical and physiological health care data from multiple sources and/or diagnostic equipment and make decisions for managing safe and competent patient care. • Detect and document physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures, treatments, management and operation of diagnostic and therapeutic equipment etc. • Demonstrate safe and effective handling and use of all instruments and equipment. • Demonstrate correct preparation and positioning of the patient. • Problem solve various situations after considering alternatives. • Develop reports based upon the data collected. • Measure, calculate, reason, analyze and synthesize data and make decisions in a dynamic fast paced environment. • Engage in critical thinking and analysis to ensure prompt and safe delivery of care. • Make proper judgements regarding safe and quality care.

Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team.	• Explain relevant information to patient/family in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area). • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with patients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others.

		• Maintain confidentiality and protect the rights of others. • Assess when an intervention requires additional assistance and use good judgement in seeking help from others.

Cardiovascular Technology – Non-Invasive Vascular Sonography – Associate of Applied Science Program
The list of technical standards is for the student to use to become aware and informed of the skills required to perform as a student in the Associate of Applied Science Degree in Cardiovascular Technology – Non-Invasive Vascular Sonography (CVT Vascular) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the CVT Vascular Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.

Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document.
		• Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.

Integrate knowledge, data, and information to provide care in the vascular environment.	• Measure, calculate, reason, interpret, analyze, integrate and synthesize complex information and apply the information in the vascular environment. • Assess and monitor health needs. • Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients.	• Obtain and utilize information from clinical documents including but not limited to patient charts, images etc. to provide patient care. • Demonstrate case management to include selecting instruments, supplies and equipment needed for the procedure. • Obtain, assess and interpret clinical and physiological health care data from multiple sources and/or diagnostic equipment and make decisions for managing safe and competent patient care. • Detect and document physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures, treatments, management and operation of diagnostic and therapeutic equipment etc. • Demonstrate safe and effective handling and use of all instruments and equipment in the vascular environment. • Demonstrate correct preparation and positioning of the patient. • Problem solve various situations after considering alternatives. • Measure, calculate, reason, analyze and synthesize data and make decisions in a dynamic fast paced environment. • Engage in critical thinking and analysis to ensure prompt and safe delivery of care.
		• Make proper judgements regarding safe and quality care.

Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team.	• Explain relevant information to patient/family in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area). • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication. • Demonstrate the elements of a surgical conscience.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with patients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others.

		• Maintain confidentiality and protect the rights of others. • Assess when an intervention requires additional assistance and use good judgement in seeking help from others.

Cardiovascular Technology – Invasive Cardiovascular Technology – Associate of Applied Science Program
The list of technical standards is for the student to use to become aware and informed of the skills required to perform as a student in the Associate of Applied Science Degree in Cardiovascular Technology – Invasive Cardiovascular Technology (CVT Invasive) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the CVT Invasive Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire Information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suites for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document.

		• Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide care in the invasive laboratory environment.	• Measure, calculate, reason, interpret, analyze, integrate and synthesize complex information and apply the information in the invasive laboratory setting. • Assess and monitor health needs. • Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients	• Obtain and utilize information from clinical documents including but not limited to patient charts, images etc. to provide patient care. • Demonstrate case management to include selecting instruments, supplies and equipment needed for the procedure. • Obtain, assess and interpret clinical and physiological health care data from multiple sources and/or diagnostic equipment and make decisions for managing safe and competent patient care. • Detect and document physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures (ex. IV's), treatments, medication administration, management and operation of diagnostic and therapeutic equipment etc. • Demonstrate proficiency in the various roles of diagnostic and interventional cardiovascular procedures (float, scrub, monitor, circulator). • Demonstrate safe and effective handling and use of all instruments, suture, needles etc. in the invasive lab environment. • Demonstrate skills needed to maintain a sterile environment. • Exhibit sterile technique in all phases of care. • Demonstrate correct preparation and positioning of the patient.

		• Problem solve various situations after considering alternatives. • Measure, calculate, reason, analyze and synthesize data and make decisions in a dynamic fast paced environment. • Assess and anticipate the needs of the team. • Engage in critical thinking and analysis to ensure prompt and safe delivery of care. • Make proper judgements regarding safe and quality care.
Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the invasive lab team, even when gowned and masked in sterile environment.	• Explain relevant information to patient/family in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area). • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with patients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and

		sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others. • Maintain confidentiality and protect the rights of others. • Assess when an intervention requires additional assistance and use good judgement in seeking help from others.

Cardiovascular Technology – Cardiac Electrophysiology – Associate of Applied Science Program

The list of technical standards is for the student to use to become aware and informed of the skills required to perform as a student in the Associate of Applied Science Degree in Cardiovascular Technology – Cardiac Electrophysiology (CVT EP) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the CVT EP Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire Information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software.

		• Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide care in the electrophysiology laboratory environment.	• Measure, calculate, reason, interpret, analyze, integrate and synthesize complex information and apply the information in the EP laboratory environment. • Assess and monitor health needs. • Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients	• Obtain and utilize information from clinical documents including but not limited to patient charts, images, hemodynamic waveforms etc. to provide patient care. • Demonstrate case management to include selecting instruments, supplies and equipment needed for the procedure. • Obtain, assess and interpret clinical and physiological health care data from multiple sources and/or diagnostic equipment and make decisions for managing safe and competent patient care. • Detect physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures (ex. IV's), treatments, medication administration, management and operation of diagnostic and therapeutic equipment and device implants etc.

		• Demonstrate proficiency in the various roles of diagnostic and interventional cardiovascular procedures (float, scrub, monitor, circulator) • Demonstrate safe and effective handling and use of all instruments, suture, needles etc in the EP lab environment. • Demonstrate skills needed to maintain a sterile environment. • Exhibit sterile technique in all phases of care. • Demonstrate correct preparation and positioning of the patient. • Problem solve various situations after considering alternatives. • Measure, calculate, reason, analyze and synthesize data and make decisions in a dynamic fast paced environment. • Assess and anticipate the needs of the team. • Engage in critical thinking and analysis to ensure prompt and safe delivery of care. • Make proper judgements regarding safe and quality care.
Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the EP lab team, even when gowned and masked in sterile environment.	• Explain relevant information to patient/family in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area). • Effectively communicate in teams.

Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with patients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others. • Maintain confidentiality and protect the rights of others. • Assess when an intervention requires additional assistance and use good judgement in seeking help from others.

Certificate in Cardiovascular Electrophysiology

The list of technical standards is for the student to use to become aware and informed of the skills required in performance as a student in the Certificate in Cardiovascular Electrophysiology (CEP) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the CEP program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the programs. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the programs. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire Information	• Acquire knowledge in classroom, online, skills lab and clinical environment.	• Acquire, conceptualize and use evidence-based information and experiences. • Acquire information from various documents, texts, articles, other

	• Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	educational aids and computer systems. • Develop health care solutions and responses beyond that which is rote, or rule based. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to establish clinical judgement in various patient populations.	• Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in simulated exercises, meeting	• Detect and document breath sounds, heart sounds, bowel sounds and other physiological sounds necessary for patient care. • Obtain and interpret information from a comprehensive or focused assessment of patients.

	performance objectives to assure quality patient care.	• Translate research and evidence-based practice into the plan of care.
Communicate effectively and sensitively with students, faculty, staff and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team	• Give and receive feedback. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with students, faculty, staff and other members of the health care team. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 others. • Maintain confidentiality and protect the rights of others.

v. July 2020

Cardiovascular Technology (CVT) Professional Technical Standards and Occupational Risks
Active Frequency:

Lift/ Carry	Bending	Climbing	Driving	Walking	Standing	Sitting	Reaching/ Handling	Kneeling/ Crouching / Crawling	Push / Pull	Peak/ Force
1-25 lbs.	Frequent (34-66% of time)	Seldom (0-6% of time)		Frequent (34-66% of time)	Constant (67-100% of time)	Occasional (7-33% of time)	Frequent (34-66% of time)	Seldom (0-6% of time)	50+ lbs.	50+ lbs

Technical Standards	Occupational Hazards/Risk Factors
Clinical Setting - Demonstrates the minimum knowledge, skills and abilities to care for the individualized needs of the patient to include physical, psychological, socio-cultural, spiritual and cognitive needs as well as functional abilities including the need for diversified use of such practices	Environmental Exposure: • Anesthetic gasses & vapors that leak into the surrounding room during medical procedures. • Confined space w/ limited entrance/exit • Lung irritants/dust/vapors • Radiation (x-rays/radioisotopes) • Repetitive motion • Skin irritants • Toxic chemicals • Laser hazards • Ergonomic demands (i.e., falling, tripping, slipping, etc.)
Mental Abilities - The ability to learn and understand instructions and underlying principles. This would include the ability to reason and make judgements, understand and follow oral and written instructions, and to make decisions in accordance with established policies and procedures	Physical Demand Strength - Heavy - Lifting, carrying, bending, walking, standing, sitting, reaching, handing, kneeling, crouching, push/pull, peak/force
Communication - The ability to learn and understand the meaning of words, sentences, and paragraphs, as well as ideas associated with them and to use language, and to understand and present information and ideas clearly	Communicable Diseases: Very High/High - Workplace communicable disease risk is managed through correct use of vaccination programs, and personal protective equipment and workplace and engineering controls. For those who are teleworking, whether temporarily or permanently, the employee is designated as lower risk while they are teleworking.
Basic Life Support (BLS) - Required Advanced Life Support (ACLS) - Required	Airborne Risk: Involved in procedures such as sputum induction, administration of aerosolized pentamidine, bronchoscopy, caring for post bronchoscopy patients, endotracheal intubation or suctioning, autopsies, and care of patients known or suspected of having tuberculosis. Employees with occasional patient contact or who perform diagnostic/therapeutic procedures on patients who are in Airborne Precautions isolation.
Credentialed in the Field - Required • Registered Cardiovascular Invasive Specialist (RCIS) • Registered Cardiovascular Electrophysiology Specialist (RCES) • Registered Cardiac Sonographer (RCS) or Registered Diagnostic Cardiac Sonographer (RDCS) • Registered Vascular Sonographer (RVS) or Registered Vascular Technologist (RVT)	Bloodborne Risk: Job classification in which employees have potential for some degree of occupational exposure to bloodborne pathogens. Free Hepatitis B vaccine is available to these employees
	Color Discrimination-ability to match & detect differences between colors & brightness. Far Vision-ability to see details at a distance. Near Vision-ability to see details at close range (within a few feet of the observer). Peripheral Vision-ability to see objects/movement of objects to one's side as eyes look ahead. Speech-ability to speak clearly so

	others can understand you. Hearing-ability to detect or tell the difference between sounds that vary in pitch & loudness.
	Workplace Violence: any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site
	Occupational Stress: Time pressure, lack of control over work tasks, long hours, shift work

ASSOCIATE OF APPLIED SCIENCE IN CARDIOVASCULAR TECHNOLOGY (CVT)

CVT-ADULT ECHOCARDIOGRAPHY
CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (4 semesters)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
AHS 101	Medical Law and Ethics	3	45	0	0	0
AHS 102	Introduction to Healthcare	3	45	0	0	0
CVT 100	Rhythm Analysis (7 weeks)	2	30	0	0	0
CVT 101	Cardiovascular Anatomy & Physiology	3	45	0	0	0
CVT 105	Beginner Ultrasound Physics & Instrumentation	3	45	0	0	0
	TOTAL	**14**	**210**	**0**	**0**	**0**
Sophomore Year – Spring Session						
CVT 150	Intermediate Ultrasound Physics & Instrumentation	3	45	0	0	0
ECH 100	Fundamentals of Echocardiography	5	75	0	0	0
ECH 111	Echocardiography Procedures Lab I	4	0	180	0	0
ECH 112	Echocardiography Clinical Rotation I	3	0	0	135	0
	TOTAL	**15**	**120**	**180**	**135**	**0**
Junior Year – Fall Session						
CVT 151	Advanced Ultrasound Physics & Instrumentation	3	45	0	0	0
ECH 212	Echocardiography Clinical Rotation II	9	0	15	390	0
ECH 215	Fundamentals of Echocardiography II	4	60	0	0	0
	TOTAL	**16**	**105**	**15**	**390**	**0**
Junior Year – Spring Session						
ECH 220	Echocardiography Professional (7 weeks)	2	30	0	0	0
ECH 222	Echocardiography Clinical Rotation III	9	0	0	405	0
CVT 299	Capstone (7 weeks)	2	30	0	0	0
	TOTAL	**13**	**60**	**0**	**405**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL	**58**	**495**	**195**	**930**	**0**

NOTE:
Total weeks of the program is 58 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Associate of Applied Science in Cardiovascular Technology – Adult Echocardiography
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Skills Lab Supplies	Certification Exam Fee	Totals
1	14	$5,880.00	$500.00	$50.00	$30.00	$250.00	-	$6,710.00
2	15	$6,300.00	$500.00	$28.00	$30.00	$500.00	-	$7,358.00
3	16	$6,720.00	$500.00	$28.00	$30.00	$500.00	$250.00	$8,028.00
4	13	$5,460.00	$500.00	-	$30.00	-	$365.00	$6,355.00
TOTAL	**58**	**$24,360.00**	**$2,000.00**	**$106.00**	**$120.00**	**$1,250.00**	**$615.00**	**$28,451.00**

* Tuition: $420.00/credit
NOTE: Fees do not cover the cost of textbooks and uniforms. The estimated cost of textbooks and uniforms for this program is $1,500.00

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 6,710	$ 7,358	$ 14,068
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 2,138	$ 638	$ 2,776
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 24,711**	**$ 23,859**	**$ 48,570**

Academic Year 2			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 8,028	$ 7,213	$ 15,241
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 638	$ 638	$ 1,276
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 24,529**	**$ 23,714**	**$ 48,243**

CVT-CARDIAC ELECTROPHYSIOLOGY
CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (4 semesters)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
AHS 101	Medical Law and Ethics	3	45	0	0	0
AHS 102	Introduction to Healthcare	3	45	0	0	0
CVT 100	Rhythm Analysis (7 weeks)	2	30	0	0	0
CVT 101	Cardiovascular Anatomy & Physiology	3	45	0	0	0
CVT 110	Concepts of Aseptic Technique for CVT	2	30	0	0	0
CVT 111	Concepts of Aseptic Technique for CVT Lab	2	0	90	0	0
	TOTAL	**15**	**195**	**90**	**0**	**0**
Sophomore Year – Spring Session						
CVT 160	Pharmacology for CVT	2	30	0	0	0
EP 105	Invasive Procedures for EP	2	30	0	0	0
EP 106	Invasive Procedures for EP Lab	2	0	90	0	0
EP 115	Introduction to Cardiac Devices	5	75	0	0	0
EP 125	Introduction to Intracardiac EGMs	1	15	0	0	0
	TOTAL	**12**	**150**	**90**	**0**	**0**
Junior Year – Fall Session						
EP 205	EP Diagnostic Procedures	3	45	0	0	0
EP 212	EP Clinical Rotation I	10	0	15	435	0
	TOTAL	**13**	**45**	**15**	**435**	**0**
Junior Year – Spring Session						
EP 220	Therapeutic Procedures (7 weeks)	1	15	0	0	0
EP 222	EP Clinical Rotation II	10	0	0	450	0
CVT 299	Capstone (7 weeks)	2	30	0	0	0
	TOTAL	**13**	**45**	**0**	**450**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL	**53**	**435**	**195**	**885**	**0**

NOTE:
Total weeks of the program is 58 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Associate of Applied Science in Cardiovascular Technology – Cardiac Electrophysiology
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Skills Lab Supplies	Pocket Nurse Demo Dose Kit Fee	Certification Exam Fee	Totals
1	15	$ 6,300.00	$500.00	$45.00	$30.00	$1,029.00			$7,904.00
2	12	$ 5,040.00	$500.00	$46.00	$30.00	$510.00	$100.00		$6,226.00
3	13	$ 5,460.00	$500.00	$14.00	$30.00	-			$6,004.00
4	13	$ 5,460.00	$500.00	$9.00	$30.00	-		$365.00	$6,364.00
TOTAL	**53**	**$22,260.00**	**$2,000.00**	**$114.00**	**$120.00**	**$1,539.00**	**$100.00**	**$365.00**	**$26,498.00**

* Tuition: $420.00/credit
NOTE: Fees do not cover the cost of textbooks and uniforms. The estimated cost of textbooks and uniforms for this program is $1,500.00

Cost of Attendance

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- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 7,904	$ 6,226	$ 14,130
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 2,138	$ 638	$ 2,776
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 25,905**	**$ 22,727**	**$ 48,632**

Academic Year 2			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 6,004	$ 6,364	$ 12,368
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 638	$ 638	$ 1,276
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 22,505**	**$ 22,865**	**$ 45,370**

CVT-INVASIVE CARDIOVASCULAR TECHNOLOGY
CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (4 semesters)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
AHS 101	Medical Law and Ethics	3	45	0	0	0
AHS 102	Introduction to Healthcare	3	45	0	0	0
CVT 100	Rhythm Analysis (7 weeks)	2	30	0	0	0
CVT 101	Cardiovascular Anatomy & Physiology	3	45	0	0	0
CVT 110	Concepts of Aseptic Technique for CVT	2	30	0	0	0
CVT 111	Concepts of Aseptic Technique for CVT Lab	2	0	90	0	0
	TOTAL	**15**	**195**	**90**	**0**	**0**
Sophomore Year – Spring Session						
CVT 160	Pharmacology for CVT	2	30	0	0	0
INV 100	Invasive Procedures I	4	60	0	0	0
INV 111	Invasive Procedures Lab I	1	0	45	0	0
INV 112	Invasive Clinical Rotation I	5	0	0	225	0
	TOTAL	**12**	**90**	**45**	**225**	**0**
Junior Year – Fall Session						
INV 200	Invasive Procedures II	6	90	0	0	0
INV 212	Invasive Clinical Rotation II	10	0	6	444	0
	TOTAL	**16**	**90**	**6**	**444**	**0**
Junior Year – Spring Session						
INV 220	Invasive Procedures III	3	45	0	0	0
INV 222	Invasive Clinical Rotation III	10	0	0	450	0
CVT 299	Capstone (7 weeks)	2	30	0	0	0
	TOTAL	**15**	**75**	**0**	**450**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL	**58**	**450**	**141**	**1119**	**0**

NOTE:
Total weeks of the program is 58 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Associate of Applied Science in Cardiovascular Technology – Invasive Cardiovascular Technology
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Skills Lab Supplies	Pocket Nurse Demo Dose Kit Fee	Certification Exam Fee	Totals
1	15	$6,300.00	$500.00	$45.00	$30.00	$1,029.00			$7,904.00
2	12	$5,040.00	$500.00	$18.00	$30.00	$674.00	$100.00		$6,362.00
3	16	$6,720.00	$500.00	$14.00	$30.00	-			$7,264.00
4	15	$6,300.00	$500.00	$9.00	$30.00	-		$365.00	$7,204.00
TOTAL	**58**	**$24,360.00**	**$2,000.00**	**$86.00**	**$120.00**	**$1,703.00**	**$100.00**	**$365.00**	**$28,734.00**

* Tuition: $420.00/credit

NOTE: Tuition and fees do not include costs for books and uniforms. The estimated cost of textbooks for this program is $1,600.00.

Cost of Attendance

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- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 7,904	$ 6,362	$ 14,266
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 2,138	$ 638	$ 2,776
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 25,905**	**$ 22,863**	**$ 48,768**

Academic Year 2			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 7,264	$ 7,204	$ 14,468
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 638	$ 638	$ 1,276
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 23,765**	**$ 23,705**	**$ 47,470**

CVT-NON-INVASIVE VASCULAR SONOGRAPHY
CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (4 semesters)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
AHS 101	Medical Law and Ethics	3	45	0	0	0
AHS 102	Introduction to Healthcare	3	45	0	0	0
CVT 105	Beginner Ultrasound Physics & Instrumentation	3	45	0	0	0
PVT 115	Vascular Anatomy & Physiology	3	45	0	0	0
	TOTAL	**12**	**180**	**0**	**0**	**0**
Sophomore Year – Spring Session						
CVT 150	Intermediate Ultrasound Physics & Instrumentation	3	45	0	0	0
PVT 100	Introduction to Peripheral Vascular Technology	3	45	0	0	0
PVT 111	Peripheral Vascular Technology Procedures Lab I	6	0	270	0	0
	TOTAL	**12**	**90**	**270**	**0**	**0**
Junior Year – Fall Session						
CVT 151	Advanced Ultrasound Physics & Instrumentation	3	45	0	0	0
PVT 200	Peripheral Vascular Technology II	3	45	0	0	0
PVT 212	Peripheral Vascular Technology Clinical Rotation I	10	0	15	435	0
	TOTAL	**16**	**90**	**15**	**435**	**0**
Junior Year – Spring Session						
PVT 220	Peripheral Vascular Technology III	1	15	0	0	0
PVT 222	Peripheral Vascular Technology Clinical Rotation II	11	0	0	495	0
PVT 250	Peripheral Vascular Technology Professional (7 weeks)	1	15	0	0	0
CVT 299	Capstone (7 weeks)	2	30	0	0	0
	TOTAL	**15**	**60**	**0**	**495**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL	**55**	**420**	**285**	**930**	**0**

NOTE:
Total weeks of the program is 58 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Associate of Applied Science in Cardiovascular Technology – Non-Invasive Vascular Sonography
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Skills Lab Supplies	Certification Exam Fee	Totals
1	12	$5,040.00	$500.00	$46.00	$30.00	$250.00	-	$5,866.00
2	12	$5,040.00	$500.00	$28.00	$30.00	$500.00	-	$6,098.00
3	16	$6,720.00	$500.00	$28.00	$30.00	$500.00	$250.00	$8,028.00
4	15	$6,300.00	$500.00	$18.00	$30.00	-	$365.00	$7,213.00
TOTAL	**55**	**$23,100.00**	**$2,000.00**	**$120.00**	**$120.00**	**$1,250.00**	**$615.00**	**$27,205.00**

* Tuition: $420.00/credit

NOTE: Tuition and fees do not include costs for books and uniforms. The estimated cost of textbooks for this program is $1,600.00.

Cost of Attendance

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- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 5,866	$ 6,098	$ 11,964
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 2,138	$ 638	$ 2,776
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 23,867**	**$ 22,599**	**$ 46,466**

Academic Year 2			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 8,028	$ 7,213	$ 15,241
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 638	$ 638	$ 1,276
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 24,529**	**$ 23,714**	**$ 48,243**

CERTIFICATE IN CARDIOVASCULAR ELECTROPHYSIOLOGY

CERTIFICATE IN CARDIOVASCULAR ELECTROPHYSIOLOGY

CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (3 sessions)

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Fall Session (1st session)						
EP 150	Foundations of Cardiac Electrophysiology	6	90	0	0	0
Spring Session (2nd session)						
EP 160	Concepts of Cardiac Electrophysiology Studies	5	75	0	0	0
Summer Session (3rd session)						
EP 170	Concepts of Cardiac Devices	5	75	0	0	0
	TOTAL	**16**	**240**	**0**	**0**	**0**

NOTE:
Total weeks of the program is 41 weeks.
Delivery Method: Full Distance Education

Sentara College of Health Sciences
Academic Certificate in Cardiac Electrophysiology
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition*	Technology Fee	Proctored Testing Fee	Totals
1	6	$1,992.00	$500.00	$9.00	$2,501.00
2	5	$1,660.00	$500.00	$9.00	$2,169.00
3	5	$1,660.00	$500.00	$9.00	$2,169.00
TOTAL	**16**	**$5,312.00**	**$1,500.00**	**$27.00**	**$6,839.00**

* **Tuition**: $332.00/credit
NOTE: Tuition and fees do not include costs for books. The estimated cost of textbooks for this program is $725.00-1,500.00.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ 2,501	$ 2,169	$ 2,169	$ 6,839
LIVING EXPENSES	$ 6,504	$ 3,252	$ 2,439	$ 12,195
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPENMT	$ 2,050	$ 550	$ 550	$ 3,150
TRANSPORTATION	-	-	-	$ -
PERSONAL EXPENSES	$ 400	$ -	$ -	$ 400
LOAN FEES	$ 100	$ -	$ -	$ 100
TOTAL	**$ 11,555**	**$ 5,971**	**$ 5,158**	**$ 22,684**

ASSOCIATE OF APPLIED SCIENCE IN SURGICAL TECHNOLOGY

SURGICAL TECHNOLOGY PROGRAM OVERVIEW

Mission Statement
The Surgical Technology Program within the School of Allied Health awards an Associate of Applied Science Degree. This comprehensive program will enable graduates to perform as competent, entry-level Surgical Technologists who are qualified to sit for the Certification exam; and to help meet the need for Surgical Technologists in the medical community.

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

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

Graduates of the Surgical Technology Program are prepared at the beginning level to be competent, self-directed, and accountable members of the profession and the healthcare team. Surgical technologists function effectively in the roles of caregiver, advocate, and team member for clients in the operating room. They are prepared to work collaboratively with clients and the healthcare team and to provide essential assistance to achieve preferred health-related outcomes. Graduates are responsible for ongoing professional development through continuing education to increase competency in the ever-changing healthcare environment. Associate of Applied Science in Surgical Technology program is a terminal occupational or technical program and credits generally earned in these programs are not applicable to other degrees.

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

- Humanistic caring and relationship
- Assessment
- Technical interventions
- Communication
- Critical thinking
- Management and leadership
- Knowledge integration

Through the incorporation of these competencies throughout the surgical technology curriculum, students develop the knowledge, skills, and abilities needed in today's dynamic healthcare environment.

Program Goals

- To prepare entry-level Surgical Technologists who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

- To prepare graduates to take the national certification exam to become Certified Surgical Technologists (CST) through the National Board of Surgical Technology and Surgical Assisting (NBSTSA)

Program Student Learning Outcomes

Upon completion of the Sentara College of Health Sciences' Surgical Technology Program, graduates will be able to:

- Correlate knowledge of applicable biological sciences to effectively inform and enhance the performance of the surgical technologist
- Demonstrate the ability to work collaboratively with interdisciplinary healthcare team
- Integrate principles of surgical asepsis and surgical conscience in the health care setting
- Synthesize foundational principles and knowledge of the surgical patient

Accreditation Review Council on Education in Surgical Technology and Surgical Assisting Case Requirements

Surgical Specialty	Total # of Cases Required	Minimum # of First Scrub Cases Required	Additional # of First or Second Scrub Cases that can be applied toward 120 required cases
General Surgery	30	20	10
Surgical Specialties	90	60	30
TOTALS	120	80	40

Sentara College of Health Sciences Case Requirements

Surgical Specialty	Total # of First Scrub Cases Required	Total # of Upper-Level Cases in any specialty that can be applied towards the 210 required cases
General Surgery	60	
Surgical Specialties	150	
TOTALS	210	40

Associate of Applied Science Admission Requirements

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

The Surgical Technology Program requires the completion of prerequisites. Below are the required college-level courses. In order to apply, applicants must complete Anatomy & Physiology I w/lab, one (1) other science, and two (2) other courses from the required prerequisites with a “C-” or better. All remaining prerequisite courses must be completed with a "C-" or higher prior to beginning the program.

Prerequisite Requirements	Batten University Course Equivalent	Minimum Credit Hours*
Anatomy & Physiology I w/lab	BIO 221	4
Anatomy & Physiology II w/lab	BIO 222	4
Microbiology w/lab	BIO 201	4
College Algebra/Statistics	MATH 104 or 210, AHS 105	3
English Composition	ENG 105	3
Fine Arts Elective**	ART, ARTH, MUS, TH	3
Introduction to Psychology or Sociology	PSY 101 or 102, SOC 100 or 351	3

* Credit values above or below the above requirements will be reviewed on a course-by-course basis.

** Generally, courses from the listed rubrics are accepted. Some courses in the above rubrics may not satisfy the requirement.

Early Admissions to Undergraduate Programs for Surgical Technology (ST)
For high school seniors, we also offer an early admission option.

In order to apply, the candidate must:

- Be a senior in high school
- Have a high school GPA of 3.3 or better at the time of application and upon graduation from high school
- Apply between January 1st and May 15th of senior year
- Have SAT scores of a minimum of 500 in reading and 500 in math or an ACT score of 21

Upon meeting the above criteria, the candidate will receive conditional acceptance to the Surgical Technology Program. This will guarantee the candidate a seat in the program if they meet all of the program's criteria as outlined below:

- Anatomy & Physiology I w/lab, one (1) other science, and two (2) other courses from the above required prerequisites with a "C-" or better by the following May 15th. All remaining coursework must be completed with a "C-" or higher by the start of the program.
- Maintain a cumulative college GPA of 3.0
- While completing prerequisites, candidate must meet with an admissions advisor at Sentara College at the end of each semester and provide unofficial transcripts for coursework completed and proof of the following semester enrollments. It is the responsibility of the candidate to contact the admissions advisor for confirmation of acceptable prerequisite courses and guidance as needed.

NOTE: If the candidate does not complete the above criteria successfully, their application will be withdrawn from the Early Admissions to Undergraduate Programs and they will be considered with the general pool of Surgical Technology Program applicants.

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

ST Program Start Dates: August of each year

SURGICAL TECHNOLOGY TECHNICAL STANDARDS

The list of technical standards is for the student to use to become aware and informed of the skills required in performance **as a student** in the Associate of Applied Science Degree in Surgical Technology (ST) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the ST Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirements	Standards	Examples (not all inclusive)
Acquire information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone.

		• Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide care in the pre-, peri-, and post-operative environments.	• Measure, calculate, reason, interpret, analyze, integrate and synthesize complex information and apply the information in pre-, peri-, and post-operative environments. • Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients	• Obtain and utilize information from clinical documents including but not limited to patient charts, images etc. to provide patient care. • Demonstrate case management to include selecting instruments, supplies and equipment needed for the procedure. • Obtain, assess and interpret health care data from multiple sources and/or diagnostic equipment and make decisions for managing safe and competent patient care. • Demonstrate skills needed to perform or assist with procedures, treatments, management and operation of diagnostic and therapeutic equipment etc. • Demonstrate safe and effective handling and use of all instruments, suture, needles etc. in the surgical environment. • Demonstrate skills needed to maintain a sterile environment. • Exhibit sterile technique in all phases of care. • Demonstrate correct preparation and positioning of the surgical patient. • Problem solve various situations after considering alternatives • Measure, calculate, reason, analyze and synthesize data and make decisions in a dynamic fast paced environment • Assess and anticipate the needs of the surgical team. • Engage in critical thinking and analysis to ensure prompt and safe delivery of care.

		• Make proper judgements regarding safe and quality care.
Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the surgical team, even when gowned and masked in sterile, surgical environment	• Explain relevant information to patient/family in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area). • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication. • Demonstrate the elements of a surgical conscience.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with patients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others. • Maintain confidentiality and protect the rights of others. • Assess when an intervention requires additional assistance and use good judgement in seeking help from others.

v. June 2018

ST Professional Technical Standards and Occupational Risks

Active Frequency:

Lift/ Carry	Bending	Climbing	Driving	Walking	Standing	Sitting	Reaching / Handling	Kneeling/ Crouching / Crawling	Push / Pull	Peak / Force
1-35 lbs.	Occasional (7-33% of time)			Frequent (34-66% of time)	Constant (67-100% of time)	Occasional (7-33% of time)	Frequent (34-66% of time)	Seldom (0-6% of time)	50+ lbs.	50+ lbs

Technical Standards	Occupational Hazards/Risk Factors
Clinical Setting - Demonstrates the minimum knowledge, skills and abilities to care for the individualized needs of the patient to include physical, psychological, socio-cultural, spiritual and cognitive needs as well as functional abilities including the need for diversified use of such practices	Environmental Exposure: • Anesthetic gasses & vapors that leak into the surrounding room during medical procedures. • Confined space w/ limited entrance/exit • Lung irritants/dust/vapors • Radiation (x-rays/radioisotopes) • Repetitive motion • Skin irritants • Toxic chemicals • Laser hazards • Ergonomic demands (i.e., falling, tripping, slipping, etc.)
Mental Abilities - The ability to learn and understand instructions and underlying principles. This would include the ability to reason and make judgements, understand and follow oral and written instructions, and to make decisions in accordance with established policies and procedures	Physical Demand Strength - Heavy - Lifting, carrying, bending, walking, standing, sitting, reaching, handing, kneeling, crouching, push/pull, peak/force
Communication - The ability to learn and understand the meaning of words, sentences, and paragraphs, as well as ideas associated with them and to use language, and to understand and present information and ideas clearly	Communicable Diseases: Very High/High - Workplace communicable disease risk is managed through correct use of vaccination programs, and personal protective equipment and workplace and engineering controls. For those who are teleworking, whether temporarily or permanently, the employee is designated as lower risk while they are teleworking.
Basic Life Support (BLS) - Required	Airborne Risk: Involved in procedures such as sputum induction, administration of aerosolized pentamidine, bronchoscopy, caring for post bronchoscopy patients, endotracheal intubation or suctioning, autopsies, and care of patients known or suspected of having tuberculosis. Employees with occasional patient contact or

	who perform diagnostic/therapeutic procedures on patients who are in Airborne Precautions isolation.
Certified Surgical Technologist (CST) - Required	Bloodborne Risk: Job classification in which employees have potential for some degree of occupational exposure to bloodborne pathogens. Free Hepatitis B vaccine is available to these employees
Licensed Surgical Technologist (NC and VA) - Required	Color Discrimination-ability to match & detect differences between colors & brightness. Far Vision-ability to see details at a distance. Near Vision-ability to see details at close range (within a few feet of the observer). Peripheral Vision-ability to see objects/movement of objects to one's side as eyes look ahead. Speech-ability to speak clearly so others can understand you. Hearing-ability to detect or tell the difference between sounds that vary in pitch & loudness.
	Workplace Violence: any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site
	Occupational Stress: Time pressure, lack of control over work tasks, long hours, shift work

SURGICAL TECHNOLOGY CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (4 semesters)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
AHS 101	Medical Law and Ethics	3	45	0	0	0
AHS 102	Introduction to Healthcare	3	45	0	0	0
AHS 120	Medical Terminology	2	30	0	0	0
ST 104	Principles of Surgical Technology	3	45	0	0	0
ST 105	Practice of Surgical Technology	3	0	123	12	0
	TOTAL	**14**	**165**	**123**	**12**	**0**
Sophomore Year – Spring Session						
ST 114	Concepts of Surgical Case Management (7 weeks)	3	45	0	0	0
ST 115	Applications in Surgical Case Management (7 weeks)	2	0	79	11	0
ST 120	Surgical Specialties I (7 weeks)	3	45	0	0	0
ST 121	Surgical Specialties I Clinical (7 weeks)	4	0	0	180	0
	TOTAL	**12**	**90**	**79**	**191**	**0**
Junior Year – Fall Session						
ST 203	Surgical Specialties II	4	60	0	0	0
ST 204	Surgical Specialties II Clinical	9	0	20	385	0
	TOTAL	**13**	**60**	**20**	**385**	**0**
Junior Year – Spring Session						
ST 222	Surgical Specialties III Clinical (7 weeks)	4	0	0	180	0
ST 225	Surgical Specialties III	5	75	0	0	0
ST 250	Surgical Specialties IV Clinical (7 weeks)	3	0	0	135	0
ST 299	Capstone (7 weeks)	2	30	0	0	0
	TOTAL	**14**	**105**	**0**	**315**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR ST	**53**	**420**	**222**	**903**	**0**

NOTE:
Total weeks of the program is 58 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Associate of Applied Science – Surgical Technology
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Skills Lab Supplies	Certification Exam Fee	Totals
1	14	$5,880.00	$500.00	$41.00	$30.00	$630.00	-	$7,081.00
2	12	$5,040.00	$500.00	$27.00	$30.00	$630.00	-	$6,227.00
3	13	$5,460.00	$500.00	$32.00	$30.00	-	-	$6,022.00
4	14	$5,880.00	$500.00	$9.00	$30.00	-	$290.00	$6,709.00
TOTAL	**53**	**$22,260.00**	**$2,000.00**	**$109.00**	**$120.00**	**$1,260.00**	**$290.00**	**$26,039.00**

* Tuition: $420.00/credit
NOTE: Fees do not cover the cost of textbooks and uniforms. The estimated cost of textbooks and uniforms for this program is $1,200.00

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 7,081	$ 6,227	$ 13,308
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 2,050	$ 550	$ 2,600
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 24,994**	**$ 22,640**	**$ 47,634**

Academic Year 2			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 6,022	$ 6,709	$ 12,731
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 550	$ 550	$ 1,100
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 55	$ 55	$ 110
TOTAL	**$ 22,435**	**$ 23,122**	**$ 45,557**

DEPARTMENT OF NURSING

NURSING PROGRAMS

NURSING PROGRAMS OVERVIEW

Mission Statement of Sentara College of Health Sciences' Bachelor of Science in Nursing (BSN):
The Bachelor of Science in Nursing program prepares graduates with the knowledge and competency to provide innovative, collaborative, and compassionate care in addressing the evolving healthcare needs of diverse populations.

Mission Statement of Sentara College of Health Sciences' Master of Science in Nursing (MSN):
The Master of Science in Nursing prepares graduates to utilize advanced nursing knowledge in organization and systems leadership, quality improvement and safety, integration of scholarship into practice, health promotion and disease prevention to improve health outcomes of diverse individuals, families, and communities across the lifespan.

Philosophy
Faculty members are dedicated to providing students with the learning environment to acquire the knowledge, skills, and attitudes to become professional nurse leaders who are able to address healthcare needs of diverse populations. Faculty members use the following beliefs to inform and guide our mission:

Health
Health is more than wellness; it is a dynamic process throughout the lifespan. It is a diverse continuum from illness to wellness including the restoration and maintenance of health and the prevention of disease. Health is supported through a holistic, collaborative approach and evidence-based practice that extends from the individual to the global community.

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

Student
The student is a compassionate, holistic, diverse individual who has "the calling." Each individual is endowed with a passion for active lifelong learning. The students will maximize the opportunities provided in the educational arena by utilizing intellectual curiosity and a respectful, questioning attitude. The students apply knowledge into action as they become an independent thinker with a global world view.

Learning Environment
An optimal, student-centered learning environment is one that is driven by authenticity and empowers students to learn in their own individual style. A healthy, safe, and inclusive learning environment inspires intellectual curiosity and collaboration through caring and mutual respect.

Competencies
As an academic guided by The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN], 2021), the nursing faculty members utilize the competencies under the following domains, and the concepts of clinical judgment, communication, compassionate care, diversity, equity and inclusion, ethics, evidence-based practice, health policy, and social determinants of health to underpin the nursing curriculum across all programs:

Domains:
- Knowledge of Nursing Practice
- Person-Centered Care
- Population Health
- Scholarship for the Nursing Discipline
- Quality and Safety

- Interprofessional Partnerships
- Systems-Based Practice
- Informatics and Healthcare Technologies
- Professionalism
- Personal, Professional, and Leadership Development

Principles of the Quality and Safety Education for Nurses (QSEN) are interwoven within the domains or concepts of *The Essentials* for the nursing degree programs.

Bachelor of Science in Nursing

Program Goals

The goals of the BSN Program are to provide the foundation of nursing practice through experiential learning to:

Ensure that the students:

- Incorporate clinical judgment, technology, best evidence and practice, cultural considerations, and ethical tenets to deliver person-centered care;
- Utilize interdisciplinary collaboration and communication, and relationship-based care to effectively provide the highest quality, person-centered care;
- Develop self-reflection and lifelong learning skills to identify and maximize personal and professional opportunities for growth; and
- Improve the quality of healthcare delivery through participation in political, regulatory, and organizational processes.

Ensure that the faculty:

- Prepare professional nurses to practice in a complex and changing healthcare environment.
- Integrate teaching, practice, and research throughout the curriculum.

Program Student Learning Outcomes

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

1. Combine theoretical knowledge from sciences, humanities, diversity of human experience, and nursing as a base for professional nursing practice.
2. Provide holistic, collaborative, person-centered care throughout the lifespan and within complex healthcare contexts.
3. Advocate for strategies to achieve improved health outcomes for diverse populations.
4. Utilizes collective knowledge from nursing scholarship to sustain the public's health.
5. Contribute to a culture of quality and safety to prevent harm and achieve desired health outcomes.
6. Engage in intentional, effective collaboration and communication with individuals, families, groups, and communities.
7. Include systems-based practice principles in solving problems across diverse areas of practice.
8. Integrate technology related to patient care, information, and communication to support a safe practice environment across a variety of settings.
9. Demonstrate values consistent with nursing's mission to society.
10. Demonstrate a commitment to personal and professional growth, wellness, lifelong learning and leadership development.

Master of Science in Nursing

Program Goals

The goals of the Master of Science in Nursing Program are to improve healthcare outcomes by building on the knowledge and skills for nurses to practice at the master's level, in complex health systems, culturally diverse practice settings, and populations and to:

Ensure that the students:

- Apply leadership strategies to influence healthcare quality and outcomes

- Employ collaborative practices and effective communication skills with the interprofessional healthcare team at the microsystem and macrosystem level to coordinate healthcare for diverse populations
- Participate in political, regulatory, and organizational processes at the local, state, federal, and global levels to effect high-quality, person-centered and population-based care;
- Implement translational scholarship into practice to improve health quality and outcomes;
- Incorporate information technology and information systems to improve healthcare outcomes; and
- Foster self-reflection and lifelong learning skills to identify and maximize personal and professional opportunities for growth.

Ensure that the faculty:

- Prepare graduate nurses to practice in complex, diverse healthcare settings at the microsystem and macrosystem level; and
- Integrate principles of adult learning, advanced nursing practice, evidence-based research, and collaborative care throughout the curriculum.

Program Student Learning Outcomes

Upon completion of Sentara College of Health Sciences' MSN Program, graduates will be able to:

1. Combine knowledge from sciences, humanities, diversity of human experience, prior learning, and nursing as a base for professional nursing practice.
2. Design holistic, collaborative, person-centered care throughout the lifespan and within complex healthcare contexts.
3. Develop strategies and policies directed towards improved population health outcomes that are respectful of equitable care.
4. Integrate collective knowledge from nursing scholarship to sustain the public’s health and advance the discipline of nursing.
5. Create a culture of quality and safety to prevent harm and achieve desired health outcomes.
6. Facilitate effective collaboration and communication with individuals, families, groups, and communities.
7. Incorporate systems-based practice principles in solving problems across diverse areas of practice.
8. Integrate technology related to patient care, information, and communication technologies to support safe healthcare processes and clinical thinking across a variety of settings.
9. Model a professional identity that strengthens the role of nurses in society.
10. Demonstrate a commitment to personal and professional growth, wellness, lifelong learning and leadership development.

NURSING GENERAL ADMISSION REQUIREMENTS

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Bachelor of Science in Nursing (BSN) Programs

Nursing – Traditional

In order to apply, candidates must have and maintain a minimum GPA of 3.3 on a 4.0 scale and have no grade lower than a "C-", in the following required prerequisites: Anatomy & Physiology I & II w/labs, Chemistry w/lab, English Composition I & II, Microbiology w/lab, Statistics, Introduction to Psychology I, and Ethics and Health Care.

Additionally, the following criteria must be met for the BSN program:

- **Before Starting NUR Courses**: Lifespan Development and Human Nutrition must be completed with a "C-" or higher.
- **Before Graduation:** If there are any remaining prerequisite credits, they must be completed with a "C-" or higher **before** taking NUR 416: Preceptorship and NUR 417: Summit for Nursing Knowledge.

Nursing – Traditional - Bachelor of Science in Nursing		
Prerequisite Requirements	**Batten University Course Equivalent**	**Minimum Credit Hours***
Anatomy & Physiology I w/lab	BIO 221	4
Anatomy & Physiology II w/lab	BIO 222	4
Chemistry w/lab	CHEM 130	4
Microbiology w/lab	BIO 201	4
Lifespan Development	PSY 205	3
English Composition I	ENG 105	3
English Composition II**	ENG 2xx	3
Ethics	PHIL 321	3
Fine Art Elective***	ART, ARTH, MUS, TH	3
Humanities Elective***	AFRS, AMST, CLAS, ENG, FR, GER, GREK, GWSS, HIST, HUM, MC, PHIL, HIST, LATN, RELST, SPAN	3
Introduction to Psychology	PSY 101	3
Introduction to Sociology	SOC 100	3
Human Nutrition	BIO 202	3
Oral Communication	MC 222	3
Statistics	MATH 210 or AHS 105	3

* Credit values above or below the above requirements will be reviewed on a course-by-course basis.

** If you have taken English Composition II course at another institution, we will review for transferability. If you are a Batten University student, you may take any course in the 200 level of the ENG rubric.

*** Generally, courses from the listed rubrics are accepted. Some courses in the above rubrics may not satisfy the requirement.

Application for the Early Admissions to Undergraduate Program for the Nursing – Traditional - Bachelor of Science in Nursing Program

In order to apply the candidate must:

- Be a senior in high school
- Have a high school GPA of 3.5 or better at the time of application and upon graduation from high school
- Apply between January 1st and June 1 of senior year
- Have minimum SAT scores of 27 in reading and 26.5 in math OR minimum ACT score of 21

Upon meeting the above criteria, the candidate will receive conditional acceptance to the Traditional BSN Program. This will guarantee the candidate a seat in the BSN Program if they meet all of the program's criteria as outlined below:

- Complete the following required prerequisites: Anatomy & Physiology I & II w/labs, Chemistry w/lab, English Composition I & II, Microbiology w/lab, Statistics, Introduction to Psychology I, and Ethics and Health Care with a "C-" or higher by the end of the freshman year of college.
- Lifespan Development and Human Nutrition must be completed with a "C-" or higher prior to starting NUR courses.
- All remaining prerequisite credits must be completed with a "C-" or higher prior to graduating.
- Maintain a cumulative GPA of 3.3 on all college transcripts OR maintain a GPA of 3.3 on program-required prerequisites.
- While completing general education prerequisites, candidate must meet with an admissions advisor at Sentara College at the end of each semester and provide unofficial transcripts for coursework completed and proof of the upcoming semester enrollments. It is the responsibility of the candidate to contact the admissions advisor for confirmation of acceptable general education courses and guidance as needed.

NOTE: If the candidate does not complete the above criteria successfully, their application will be withdrawn from the Early Admissions to Undergraduate Program and they will be considered with the general pool of Traditional BSN applicants.

Nursing - RN to BSN

In order to apply, candidates must have a minimum of 25 credit hours of the required 42 credit hours listed below completed with a "C-" or higher. RN to BSN candidates must have all remaining credits completed with a "C-" or higher prior to beginning the program.

Nursing – RN to BSN - Bachelor of Science in Nursing		
Prerequisite Requirements	**Batten University Course Equivalent**	**Minimum Credit Hours***
Anatomy & Physiology I w/lab	BIO 221	4
Anatomy & Physiology II w/lab	BIO 222	4
Microbiology w/lab	BIO 201	4
Lifespan Development or Child Psychology	PSY 205	3
English Composition I	ENG 105	3
English Composition II**	ENG 2xx	3
Ethics	PHIL 321	3
Fine Art Elective***	ART, ARTH, MUS, TH	3
Humanities Elective***	AFRS, AMST, CLAS, ENG, FR, GER, GREK, GWSS, HIST, HUM, MC, PHIL, HIST, LATN, RELST, SPAN	3
Introduction to Psychology	PSY 101	3
Introduction to Sociology	SOC 100	3
Oral Communication	MC 222	3
Statistics	MATH 210 or AHS 105	3

* Credit values above or below the above requirements will be reviewed on a course-by-course basis.

** If you have taken English Composition II course at another institution, we will review for transferability. If you are a Batten University student, you may take any course in the 200 level of the ENG rubric.

*** Generally, courses from the listed rubrics are accepted. Some courses in the above rubrics may not satisfy the requirement.

Second Bachelor's Degree Seeking Requirements for BSN Programs:

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

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

The following general education courses may be waived for these candidates:

Oral Communication	Introduction to Psychology

Ethics	Fine Arts Elective
Introduction to Sociology	Humanities Elective

Important Credit Distinction for Second Degree Seeking Applicants: A waiver satisfies the prerequisite requirement but does not grant academic credit. Students must ensure they meet the minimum credit requirements for graduation, which may require taking additional elective credits.

Application Submission for Bachelor's Degree Programs
In order to be considered, the candidate must:

- Complete all required prerequisites above, including minimum required credit hours and courses
- Submit all official prerequisite transcripts
- Take required preadmission test (ATI Test of Essential Academic Skills [ATI TEAS])
    - Early Admissions to Undergraduate Program candidates and licensed RNs are exempt from this requirement
- For licensed RNs – have an unencumbered valid RN license from the state in which they practice
- Obtain a satisfactory score on the Test of English as a Foreign Language (TOEFL), if applicable (refer to Resident/Non-Resident Aliens and International Students)

Transfer from Another Nursing School
Applicants requesting to transfer into our Traditional BSN Program must be currently enrolled in a nursing program at time of application submission and are required to:

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

For a nursing course to be considered for transfer credit, the applicant must:

- Have attended an ACEN or CCNE accredited nursing program
- Submit copies of course descriptions and syllabi
- Have a grade of "C-" or better

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

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

Program Start Dates
Traditional BSN (Early Admission): August and January

Master of Science in Nursing Programs

Master's Entry to Nursing Practice (MENP) – Master of Science in Nursing
In order to apply, candidates must have completed a bachelor's degree or higher in a non-nursing field with an overall GPA of 3.0 or higher on a 4.0 scale and complete the following prerequisite courses with a "B-" or higher (at time of admission):

Master's Entry to Nursing Practice (MENP) - Master of Science in Nursing		
Prerequisite Requirements	**Batten University Course Equivalent**	**Minimum Credit Hours***
Anatomy & Physiology I w/lab	BIO 221	4
Anatomy & Physiology II w/lab	BIO 222	4
Chemistry w/lab	CHEM 130	4
Microbiology w/lab	BIO 201	4
Lifespan Development	PSY 205	3
English Composition I	ENG 105	3

English Composition II**	ENG 2xx	3
Human Nutrition	BIO 202	3
Statistics	MATH 210 or AHS 105	3

* Credit values above or below the above requirements will be reviewed on a course-by-course basis.
** If you have taken English Composition II course at another institution, we will review for transferability. If you are a Batten University student, you may take any course in the 200 level of the ENG rubric.
*** Generally, courses from the listed rubrics are accepted. Some courses in the above rubrics may not satisfy the requirement.

Clinical Nurse Leader (CNL) – Master of Science in Nursing
In order to apply, candidates must have completed a bachelor's degree in nursing with an overall GPA of 2.0 or higher on a 4.0 scale, successfully completed a statistics course with a "C-" or better, and hold an unencumbered, valid RN license from the state in which they practice.

Application for Master's Programs - Master's Entry to Nursing Practice (MENP) and Clinical Nurse Leader (CNL)
In order to be considered, the applicant must:

- Complete all required prerequisites courses listed above
- Hold a bachelor's degree or higher (bachelor's in nursing for the CNL) and submit the official academic transcript to evidence the conferred degree
- Submit all official transcripts

Program Start Dates
MENP: August of each year
CNL: January and August of each year

Nursing Program Academic Advising
Upon acceptance, each student will be assigned a faculty advisor, who will be responsible for working in partnership with the student and assisting in the planning and registration of courses as they progress through the nursing curriculum. Nursing faculty also provide advising and development for students who must take the NUR 001: Steps for Success course, if it is required.

NURSING PROGRAMS TECHNICAL STANDARDS

Nursing – Traditional – Bachelor of Science in Nursing and Master's Entry to Nursing Practice (MENP) – Master of Science in Nursing

The list of technical standards is for the student to use to become aware and informed of the skills required in performance as a student in the Bachelor of Science in Nursing - Traditional and the Master's Entry to Nursing Practice – Master of Science in Nursing Programs and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the BSN and MENP Programs at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to these programs should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the programs. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the programs. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information from demonstrations and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.

Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms.
		• Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.

Integrate knowledge, data, and information to establish clinical judgement in various patient populations.	• Measure, calculate, reason, interpret, analyze, integrate and synthesize complex information and apply the information in multiple care settings. • Observe patient conditions and responses to health and illness. • Assess and monitor health needs. • Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients	• Obtain and utilize information from clinical documents including but not limited to patient charts, images etc. to provide patient care. • Obtain, assess and interpret clinical and physiological health care data from multiple sources and/or diagnostic equipment and make decisions for managing safe and competent patient care. • Detect and document breath sounds, heart sounds, bowel sounds and other physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures, treatments, medication administration, management and operation of diagnostic and therapeutic equipment etc. • Problem solve various situations after considering alternatives. • Obtain and interpret information from a comprehensive or focused assessment of patients. • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum. • Evaluate responses to nursing action. • Translate research and evidence-based practice into the plan of care. • Measure, calculate, reason, analyze and synthesize complex data and make decisions in a dynamic fast paced environment. • Calculate medication/solution dosages, intake/output and any
		other essential information specific to patient care. • Engage in critical thinking and analysis to ensure prompt and safe delivery of care. • Make proper judgements regarding safe and quality care.

Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team.	• Explain relevant diagnostic data, diagnoses and plan of care to patient/family in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area). • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with clients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and

		sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others. • Maintain confidentiality and protect the rights of others. • Assess when an intervention requires additional assistance and use good judgement in seeking help from others.

v. July 2020

Bachelor of Science in Nursing - RN to BSN & Master of Science in Nursing - Clinical Nurse Leader (CNL)
The list of technical standards is for the student to use to become aware and informed of the skills required in performance as a student in the Bachelor of Science in Nursing - RN to BSN and the Master of Science in Nursing - Clinical Nurse Leader Programs and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the RN to BSN and CNL Programs at this college. These standards are not conditions of admission to these programs. Persons interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the programs. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the programs. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire Information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Find sources of the knowledge and acquire the knowledge. • Develop novel and adaptive thinking.	• Acquire, conceptualize and use evidence-based information and experiences. • 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. • Incorporate new information from faculty, peers, and health care literature to formulate sound judgement in all aspects of patient care.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid	• Access and submit information in the learning management system.

	and online learning environments.	• Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to establish clinical judgement in various patient populations.	• Utilize critical thinking and clinical reasoning skills to make decisions. • Successfully participate in simulated exercises, meeting performance objectives to assure quality patient care.	• Detect and document breath sounds, heart sounds, bowel sounds and other physiological sounds necessary for patient care. • Obtain and interpret information from a comprehensive or focused assessment of patients. • Translate research and evidence-based practice into the plan of care.
Communicate effectively and sensitively with students, faculty, staff and other health care professionals.	• Interpret information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team	• Give and receive feedback. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Effectively communicate in teams.

Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with students, faculty, staff and other members of the health care team. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 others. • Maintain confidentiality and protect the rights of others.

v. July 2020

BACHELOR OF SCIENCE IN NURSING (BSN)

NURSING – TRADITIONAL – BACHELOR OF SCIENCE IN NURSING (BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Spring Admission (5 sessions)
Class Entering January 2025

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Spring Session						
NUR 203	Health Assessment	3	45	0	0	0
NUR 204	Applied Health Assessment	1	0	45	0	0
NUR 216	Principles of Pathophysiology	3	45	0	0	0
NUR 221	Foundations of Nursing	5	75	0	0	0
NUR 222	Application of Foundational Skills	3	0	68	50	17
	TOTAL	**15**	**165**	**113**	**50**	**17**
Junior Year – Fall Session						
NUR 311	Pharmacology	3	45	0	0	0
NUR 351	Nursing Care of Acute Illness Throughout the Lifespan	6	90	0	0	0
NUR 352	Clinical Management of Acute Illness Throughout the Lifespan	3	0	16	102	17
NUR 353 OR NUR 395	Foundations of Maternal-Newborn and Women's Health Nursing Special Topics in Nursing – Perioperative Nursing	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Junior Year – Spring Session						
NUR 353 OR NUR 395	Foundations of Maternal-Newborn and Women's Health Nursing Special Topics in Nursing – Perioperative Nursing	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
NUR 356	Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 361	Nursing Care of Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 362	Clinical Management of Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Senior Year – Fall Session						
NUR 409	Evidence-Based Nursing Practice	3	45	0	0	0
NUR 421	High Acuity Nursing	3	45	0	0	0
NUR 422	Population Health (online)	3	45	0	0	0
NUR 423	Clinical Management of Specialty Patients	4	0	8	164	8
	TOTAL	**13**	**135**	**8**	**164**	**8**
Senior Year – Spring Session						

NUR 415	Nursing Leadership and Management (online)	3	45	0	0	0
NUR 416	Preceptorship	5	0	0	217	8
NUR 417	Summit for Nursing Knowledge	1	15	0	0	0
NUR 432	Introduction to Global Health	3	45	0	0	0
	TOTAL	**12**	**105**	**0**	**217**	**8**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL	**71**	**765**	**157**	**670**	**73**
	TOTAL DIRECT CARE HOURS				**743**	

NOTE:
Total weeks of the program starting January 2025 is 77 weeks.
Delivery Method: Blended

NURSING – TRADITIONAL – BACHELOR OF SCIENCE IN NURSING (BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Spring Admission (5 sessions)
Class Entering January 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Spring Sessions						
NUR 203	Health Assessment	3	45	0	0	0
NUR 204	Applied Health Assessment	1	0	45	0	0
NUR 216	Principles of Pathophysiology	3	45	0	0	0
NUR 221	Foundations of Nursing	5	75	0	0	0
NUR 222	Application of Foundational Skills	3	0	68	50	17
	TOTAL	**15**	**165**	**113**	**50**	**17**
Junior Year – Fall Sessions						
NUR 311	Pharmacology	3	45	0	0	0
NUR 351	Nursing Care of Acute Illness Throughout the Lifespan	6	90	0	0	0
NUR 352	Clinical Management of Acute Illness Throughout the Lifespan	3	0	16	102	17
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Junior Year – Spring Sessions						
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6

NUR 397	Special Topics in Nursing: Transforming Care Through Integrated Nursing Practice	3	45	0	0	0
NUR 361	Nursing Care of Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 362	Clinical Management of Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Senior Year – Fall Session						
NUR 409	Evidence-Based Nursing Practice	3	45	0	0	0
NUR 421	High Acuity Nursing	3	45	0	0	0
NUR 422	Population Health (online)	3	45	0	0	0
NUR 423	Clinical Management of Specialty Patients	4	0	8	164	8
	TOTAL	**13**	**135**	**8**	**164**	**8**
Senior Year – Spring Session						
NUR 415	Nursing Leadership and Management (online)	3	45	0	0	0
NUR 416	Preceptorship	5	0	0	217	8
NUR 417	Summit for Nursing Knowledge	1	15	0	0	0
NUR 432	Introduction to Global Health	3	45	0	0	0
	TOTAL	**12**	**105**	**0**	**217**	**8**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR BSN	**71**	**765**	**157**	**670**	**73**
	TOTAL DIRECT CARE HOURS				**743**	

NOTE:
Total weeks of the program starting January 2026 is 74 weeks.
Delivery Method: Blended

NURSING – TRADITIONAL – BACHELOR OF SCIENCE IN NURSING (BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (5 sessions)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
NUR 203	Health Assessment	3	45	0	0	0
NUR 204	Applied Health Assessment	1	0	45	0	0
NUR 216	Principles of Pathophysiology	3	45	0	0	0
NUR 221	Foundations of Nursing	5	75	0	0	0
NUR 222	Application of Foundational Skills	3	0	68	50	17
	TOTAL	**15**	**165**	**113**	**50**	**17**
Sophomore Year – Spring Session						
NUR 311	Pharmacology	3	45	0	0	0
NUR 351	Nursing Care of Acute Illness Throughout the Lifespan	6	90	0	0	0
NUR 352	Clinical Management of Acute Illness Throughout the Lifespan	3	0	16	102	17

NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Junior Year – Fall Session						
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
NUR 397	Special Topics in Nursing: Transforming Care Through Integrated Nursing Practice	3	45	0	0	0
NUR 361	Nursing Care of Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 362	Clinical Management of Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Junior Year – Spring Session						
NUR 409	Evidence-Based Nursing Practice	3	45	0	0	0
NUR 421	High Acuity Nursing	3	45	0	0	0
NUR 422	Population Health (online)	3	45	0	0	0
NUR 423	Clinical Management of Specialty Patients	4	0	8	164	8
	TOTAL	**13**	**135**	**8**	**164**	**8**
Senior Year – Fall Session						
NUR 415	Nursing Leadership and Management(online)	3	45	0	0	0
NUR 416	Preceptorship	5	0	0	217	8
NUR 417	Summit for Nursing Knowledge	1	15	0	0	0
NUR 432	Introduction to Global Health	3	45	0	0	0
	TOTAL	**12**	**105**	**0**	**217**	**8**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR BSN	**71**	**765**	**157**	**670**	**73**
	TOTAL DIRECT CARE HOURS				**743**	

NOTE:
Total weeks of the program starting August 2026 is 73 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Bachelor of Science in Nursing – Nursing - Traditional
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition*	Technology Fee	Proctored Testing Fee	Skills Lab Fee	vSim Modules	Skills Lab Supplies	Totals
1	15	$6,300.00	$500.00	$ 73.00	$30.00	$483.00	$110.00	$7,496.00
2	16	$6,720.00	$500.00	$ 83.00	$30.00		$55.00	$7,388.00
3	15	$6,300.00	$500.00	$ 50.00	$30.00		$25.00	$6,905.00
4	13	$5,460.00	$500.00	$ 32.00	$30.00		$41.00	$6,063.00
5	12	$5,040.00	$500.00	$ -	$30.00			$5,570.00
TOTAL	**71**	**$29,820.00**	**$2,500.00**	**$ 238.00**	**$150.00**	**$483.00**	**$231.00**	**$33,422.00**

* Tuition: $420.00/credit
NOTE: Tuition and fees do not include costs for the NCLEX.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	SPRING	TOTAL
TUITION & FEES	$ -	$ 7,496	$ 7,496
LIVING EXPENSES	$ -	$ 13,008	$ 13,008
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ -	$ 2,200	$ 2,200
TRANSPORTATION	$ -	$ 2,000	$ 2,000
PERSONAL EXPENSES	$ -	$ 800	$ 800
LOAN FEES	$ -	$111	$ 111
TOTAL	**$ -**	**$ 25,615**	**$ 25,615**

Academic Year 2			
	FALL	SPRING	TOTAL
TUITION & FEES	$ 7,388	$ 6,905	$ 14,293
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 700	$ 700	$ 1,400
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 66	$ 66	$ 132
TOTAL	**$ 23,962**	**$ 23,479**	**$ 47,441**

Academic Year 3			
	FALL	SPRING	TOTAL
TUITION & FEES	$ 6,063	$ 5,570	$ 11,633
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 700	$ 700	$ 1,400
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 66	$ 66	$ 132
TOTAL	**$ 22,637**	**$ 22,144**	**$ 44,781**

NURSING – RN to BSN – BACHELOR OF SCIENCE IN NURSING (RN to BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Summer Admission (5 sessions)
Class Entering May 2025

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Practicum Hours
Summer Session					
NUR 330*	Transition to Professional Nursing Practice (8 weeks; runs weeks 1-8)	3	45	0	0
NUR 336*	Evidence-Based Practice for RNs (8 weeks; runs weeks 5-12)	3	45	0	0
	TOTAL	**6**	**90**	**0**	**0**
Fall Session					
NUR 333	Health Assessment for RNs (1st 8 weeks)	3	30	45	0
NUR 339	Issues and Trends (2nd 8 weeks)	3	45	0	0
	TOTAL	**6**	**75**	**45**	**0**
Spring Semester					
NUR 334	Community Nursing for RNs (1st 8 weeks)	3	45	0	0
NUR 338	Leadership/Management for RNs (2nd 8 weeks)	3	45	0	0
	TOTAL	**6**	**90**	**0**	**0**
Summer Semester					
NUR 433	Introduction to Global Health (8 weeks; runs weeks 1-8)	3	45	0	0
NUR 332	Pathophysiology for RNs (8 weeks; runs weeks 5-12)	3	45	0	0
	TOTAL	**6**	**90**	**0**	**0**
Fall Semester					
NUR 430*	Senior Capstone (15 weeks)	6	30	0	180
	TOTAL	**6**	**30**	**0**	**180**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Practicum Hours**
	TOTAL FOR RN to BSN	**30**	**375**	**45**	**180**

* The course must be taken in the semester where it is located.

NOTE: Total weeks of the program is 71 weeks.

Delivery Method: Full Distance Education

Sentara College of Health Sciences
Bachelor of Science in Nursing – RN to BSN (Sentara Employee)
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Shadow Health Subscription**	Totals
1	6	$1,800.00	$500.00	$ -	$2,300.00
2	6	$1,800.00	$500.00	$ 120.00	$2,420.00
3	6	$1,800.00	$500.00	$ -	$2,300.00
4	6	$1,800.00	$500.00	$ -	$2,300.00
5	6	$1,800.00	$500.00	$ -	$2,300.00
TOTAL	**30**	**$9,000.00**	**$2,500.00**	**$ 120.00**	**$11,620.00**

* Tuition: $300.00/credit
** Shadow Health is a one time fee charged while enrolled in NUR 333.
NOTE: Tuition and fees do not include the cost of books. The estimated cost of textbooks for this program is $1,000.00

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

January 2027 Start

Academic Year 1			
	SPRING	**SUMMER**	**TOTAL**
TUITION & FEES	$ 2,300	$ 2,420	$ 4,720
LIVING EXPENSES	$ 6,504	$ 4,878	$ 11,382
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 1,800	$ 300	$ 2,100
TRANSPORTATION	$ -	$ -	$ -
PERSONAL EXPENSES	$ 400	$ 300	$ 700
LOAN FEES	$ 55	$ 66	$ 121
TOTAL	**$ 11,059**	**$ 7,964**	**$ 19,023**

Academic Year 2				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ 2,300	$ 2,300	$ 2,300	$ 6,900
LIVING EXPENSES	$ 6,504	$ 6,504	$ 4,878	$ 17,886
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 300	$ 300	$ 300	$ 900
TRANSPORTATION	$ -	$ -	$ -	$ -
PERSONAL EXPENSES	$ 400	$ 400	$ 300	$ 1,100
LOAN FEES	$ 44	$ 44	$ 44	$ 132
TOTAL	**$ 9,548**	**$ 9,548**	**$ 7,822**	**$ 26.918**

Sentara College of Health Sciences
Bachelor of Science in Nursing – RN to BSN (Non-Sentara Employee)
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition	Technology Fee	Shadow Health Subscription**	Totals
1	6	$2,520.00	$500.00	$ -	$3,020.00
2	6	$2,520.00	$500.00	$ 120.00	$3,140.00
3	6	$2,520.00	$500.00	$ -	$3,020.00
4	6	$2,520.00	$500.00	$ -	$3,020.00
5	6	$2,520.00	$500.00	$ -	$3,020.00
TOTAL	**30**	**$12,600.00**	**$2,500.00**	**$ 120.00**	**$15,220.00**

* Tuition: $420.00/credit
** Shadow Health is a one time fee charged while enrolled in NUR 333.
NOTE: Tuition and fees do not include the cost of books. The estimated cost of textbooks for this program is $1,000.00

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

January 2027 Start

Academic Year 1			
	SPRING	**SUMMER**	**TOTAL**
TUITION & FEES	$ 3,020	$ 3,140	$ 6,160
LIVING EXPENSES	$ 6,504	$ 4,878	$ 11,382
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 1,800	$ 300	$ 2,100
TRANSPORTATION	$ -	$ -	$ -
PERSONAL EXPENSES	$ 400	$ 300	$ 700
LOAN FEES	$ 55	$ 66	$ 121
TOTAL	**$ 11,779**	**$ 8,684**	**$ 20,463**

Academic Year 2				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ 3,020	$ 3,020	$ 3,020	$ 9,060
LIVING EXPENSES	$ 6,504	$ 6,504	$ 4,878	$ 17,886
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 300	$ 300	$ 300	$ 900
TRANSPORTATION	$ -	$ -	$ -	$ -
PERSONAL EXPENSES	$ 400	$ 400	$ 300	$ 1,100
LOAN FEES	$ 44	$ 44	$ 44	$ 132
TOTAL	**$ 10,268**	**$ 10,268**	**$ 8,542**	**$ 29,078**

NURSING (JOINT PROGREAM SENTARA COLLEGE AND BATTEN UNIVERSITY) – BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Program Overview
Nursing (Joint Sentara College of Health Sciences and Batten University) - Bachelor of Science in Nursing (BSN) Program

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect for those students who entered under this program.

Overview:
The Nursing (Joint Sentara College and Batten University) BSN program is a cooperative academic agreement between the Sentara College of Health Sciences (Sentara College) and Batten University (Batten). In this program, students take prescribed courses (general education courses) of study at Batten during the first year and a half and are co-enrolled at Batten and Sentara College during the remainder of the degree. While completing the prerequisite courses at Batten, students must take the prescribed course of study and must meet with their academic advisor and any other required individuals at Batten on a regular basis to ensure that all program prerequisites are met. Students will have an academic advisor from Sentara College when they are enrolled in Sentara College courses.

Batten and Sentara College offer a joint academic award through a course of study at both institutions, granting a single academic degree, the BSN, jointly bestowed by both institutions as one academic award. The diploma will bear the names and seals of both Batten and Sentara College, including appropriate signatures from both institutions.

This program is a blended program. All general education courses, lab, and clinical are delivered using face to face methodology, and core nursing courses are delivered using blended methodology.

Mission and Objectives:
Batten's foundation in the arts and sciences focuses on teaching and learning with an emphasis on providing practical learning experiences for students earning baccalaureates. The addition of a Bachelor of Science in Nursing, through a joint program with the Sentara College, further supports Batten's mission and provides a strong partnership to Sentara College.

The Nursing (Joint Sentara College and Batten University) BSN program and degree creates a streamlined course of study that merges foundational liberal arts study with health care education. This joint program will immerse students into meaningful, professional practice in their community of Coastal Virginia--even before their graduation. Sentara College has a rigorous two-and-a-half-year program that promotes excellence. Future nurses benefit from bringing a strong liberal arts foundation from Batten to their nursing studies at Sentara College. The Joint BSN program offers both the liberal arts foundation and practical and professional education in the health sciences.

Mission Statement of the Sentara College of Health Sciences' Bachelor of Science in Nursing:
The Bachelor of Science in Nursing program prepares graduates with the knowledge and competency to provide innovative, collaborative, and compassionate care in addressing the evolving healthcare needs of diverse populations.

Program Goals
The goals of the BSN Program are to provide the foundation of nursing practice through experiential learning to:

Ensure that the students:

- Incorporate clinical judgment, technology, best evidence and practice, cultural considerations, and ethical tenets to deliver person-centered care;
- Utilize interdisciplinary collaboration and communication, and relationship-based care to effectively provide the highest quality, person-centered care;
- Develop self-reflection and lifelong learning skills to identify and maximize personal and professional opportunities for growth; and
- Improve the quality of healthcare delivery through participation in political, regulatory, and organizational processes.

Ensure that the faculty:

- Prepare professional nurses to practice in a complex and changing healthcare environment.
- Integrate teaching, practice, and research throughout the curriculum.

Program Student Learning Outcomes

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

1. Combine theoretical knowledge from sciences, humanities, diversity of human experience, and nursing as a base for professional nursing practice.
2. Provide holistic, collaborative, person-centered care throughout the lifespan and within complex healthcare contexts.
3. Advocate for strategies to achieve improved health outcomes for diverse populations.
4. Utilizes collective knowledge from nursing scholarship to sustain the public's health.
5. Contribute to a culture of quality and safety to prevent harm and achieve desired health outcomes.
6. Engage in intentional, effective collaboration and communication with individuals, families, groups, and communities.
7. Include systems-based practice principles in solving problems across diverse areas of practice.
8. Integrate technology related to patient-care, information, and communication to support a safe practice environment across a variety of settings.
9. Demonstrate values consistent with nursing's mission to society.
10. Demonstrate a commitment to personal and professional growth, wellness, lifelong learning and leadership development.

PROGRAM ADMISSION

Formal admission to the Nursing (Joint Sentara College and Batten University) BSN program requires a 3.30 GPA overall and in prerequisite courses, with no course grade lower than a "C-" during the first year of the program. Formal acceptance into the program occurs at the end of the freshman year. Students would need to maintain GPA standards and complete the remaining prerequisite courses during the fall of the sophomore year. Ten (10) admission slots are guaranteed to Batten students who meet all admission standards on a competitive basis.

Additional students who meet all required admission standards (beyond the guaranteed 10) may be accepted by Sentara College on a competitive basis through the normal admissions process, but they are not automatically guaranteed admission to the Nursing (Joint Sentara College and Batten University) BSN program. Formal admission to the nursing program during the sophomore year is a feature typical to most BSN programs.

- To be guaranteed formal admission to the nursing program, a Batten student must complete 30-36 semester hours of credit at Batten at the time of application to Sentara College (June 15th prior to beginning the Nursing (Joint Sentara College and Batten University) BSN program the following January), including all specified program prerequisite courses.
- The remainder of the prerequisite course requirements (to total 49-56 semester hours) would be taken that summer and the following fall semester.
- Students must earn an overall GPA of 3.30 or higher on a 4.00 scale, with no course grade below a "C-" (1.67) for all prerequisite courses.
- The top students applying to the program will be identified by Batten, with final program admissions decisions made by Sentara College.
- Students would take 71 semester hours at Sentara College over the next two and a half years, with one (1) additional WES 300 seminar taken at Batten during a summer session.
- Upon completion of the program, the graduate is eligible to apply to take the NCLEX-RN licensing exam.

If students do not successfully complete the program prerequisites by the end of the third semester, it is possible to complete the prerequisite courses during semesters four (4) and five (5) and gain nursing program admission after 2.5 years at Batten. This would cause the student to complete the BSN in five (5) years. To avoid spending five years as an undergraduate it is important that students seeking to earn admission to the Nursing (Joint Sentara College and Batten

University) BSN program enter Batten fully committed to their plans and prepared to begin required coursework during the first semester of their freshman year.

General Education Course Curriculum
Nursing (Joint Sentara College and Batten University) –
Bachelor of Science in Nursing (BSN) Program

General education courses are taught by Batten University. Nursing core courses are taught by Sentara College of Health Sciences at Batten University (please see the Traditional BSN Credit Analysis and Curriculum Plan in the catalog).

Course Number	Course Title	Credit Hours	Lecture	Lab	*Recognized Outside Clock Hours
Year 1					
CHEM 120 OR CHEM 130	Introductory Chemistry OR Chemistry for Health Sciences	4	45.00	30.00	
PSYC 101	Introduction to Psychology I	4	45.00		15.00
BIO 221	Human Anatomy & Physiology I	4	45.00	30.00	
WES 100	Wesleyan Seminar I	4	60.00		
ART 208 OR TH 220	Introduction to Photography OR Technical Theatre	4	45.00		15.00
BIO 222	Human Anatomy & Physiology II	4	45.00	30.00	
PHIL 321	Ethics and Health Care	4	45.00		15.00
SOC 351	Medical Sociology	4	45.00		15.00
Year 2					
ENG 105	The Art of Writing	4	45.00		15.00
BIO 202	Human Nutrition	4	45.00	30.00	
BIO 201	Microbiology for Health Sciences	4	45.00	30.00	
WES 200	Wesleyan Seminar II	4	45.00		15.00
PSY 205 OR SW 336	Lifespan Development OR Lifespan Development and Behavior	4	45.00		15.00
MATH 210	Introductory Statistics	4	45.00		15.00
WES 300	Wesleyan Seminar III	4	60.00		
	TOTAL	60	705	150	120

Note: Total weeks for the General Education Courses taught by Batten University = 62

Delivery Method: Blended

NURSING – TRADITIONAL – BACHELOR OF SCIENCE IN NURSING (BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Spring Admission (5 sessions)
Class Entering January 2025

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Spring Session						
NUR 203	Health Assessment	3	45	0	0	0
NUR 204	Applied Health Assessment	1	0	45	0	0
NUR 216	Principles of Pathophysiology	3	45	0	0	0
NUR 221	Foundations of Nursing	5	75	0	0	0
NUR 222	Application of Foundational Skills	3	0	68	50	17
	TOTAL	**15**	**165**	**113**	**50**	**17**
Junior Year – Fall Session						
NUR 311	Pharmacology	3	45	0	0	0
NUR 351	Nursing Care of Acute Illness Throughout the Lifespan	6	90	0	0	0
NUR 352	Clinical Management of Acute Illness Throughout the Lifespan	3	0	16	102	17
NUR 353 OR NUR 395	Foundations of Maternal-Newborn and Women's Health Nursing Special Topics in Nursing – Perioperative Nursing	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Junior Year – Spring Session						
NUR 353 OR NUR 395	Foundations of Maternal-Newborn and Women's Health Nursing Special Topics in Nursing – Perioperative Nursing	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
NUR 356	Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 361	Nursing Care of Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 362	Clinical Management of Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Senior Year – Fall Session						
NUR 409	Evidence-Based Nursing Practice	3	45	0	0	0
NUR 421	High Acuity Nursing	3	45	0	0	0
NUR 422	Population Health (online)	3	45	0	0	0
NUR 423	Clinical Management of Specialty Patients	4	0	8	164	8
	TOTAL	**13**	**135**	**8**	**164**	**8**
Senior Year – Spring Session						

NUR 415	Nursing Leadership and Management (online)	3	45	0	0	0
NUR 416	Preceptorship	5	0	0	217	8
NUR 417	Summit for Nursing Knowledge	1	15	0	0	0
NUR 432	Introduction to Global Health	3	45	0	0	0
	TOTAL	**12**	**105**	**0**	**217**	**8**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR BSN	**71**	**765**	**157**	**670**	**73**
	TOTAL DIRECT CARE HOURS				**743**	

NOTE:
Total weeks of the program starting January 2025 is 77 weeks.
Delivery Method: Blended

NURSING – TRADITIONAL – BACHELOR OF SCIENCE IN NURSING (BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Spring Admission (5 sessions)
Class Entering January 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Spring Sessions						
NUR 203	Health Assessment	3	45	0	0	0
NUR 204	Applied Health Assessment	1	0	45	0	0
NUR 216	Principles of Pathophysiology	3	45	0	0	0
NUR 221	Foundations of Nursing	5	75	0	0	0
NUR 222	Application of Foundational Skills	3	0	68	50	17
	TOTAL	**15**	**165**	**113**	**50**	**17**
Junior Year – Fall Sessions						
NUR 311	Pharmacology	3	45	0	0	0
NUR 351	Nursing Care of Acute Illness Throughout the Lifespan	6	90	0	0	0
NUR 352	Clinical Management of Acute Illness Throughout the Lifespan	3	0	16	102	17
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Junior Year – Spring Sessions						
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6

NUR 397	Special Topics in Nursing: Transforming Care Through Integrated Nursing Practice	3	45	0	0	0
NUR 361	Nursing Care of Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 362	Clinical Management of Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
Senior Year – Fall Session						
NUR 409	Evidence-Based Nursing Practice	3	45	0	0	0
NUR 421	High Acuity Nursing	3	45	0	0	0
NUR 422	Population Health (online)	3	45	0	0	0
NUR 423	Clinical Management of Specialty Patients	4	0	8	164	8
	TOTAL	**13**	**135**	**8**	**164**	**8**
Senior Year – Spring Session						
NUR 415	Nursing Leadership and Management (online)	3	45	0	0	0
NUR 416	Preceptorship	5	0	0	217	8
NUR 417	Summit for Nursing Knowledge	1	15	0	0	0
NUR 432	Introduction to Global Health	3	45	0	0	0
	TOTAL	**12**	**105**	**0**	**217**	**8**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR BSN	**71**	**765**	**157**	**670**	**73**
	TOTAL DIRECT CARE HOURS				**743**	

NOTE:
Total weeks of the program starting January 2026 is 74 weeks.
Delivery Method: Blended

NURSING – TRADITIONAL – BACHELOR OF SCIENCE IN NURSING (BSN)
CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (5 sessions)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Sophomore Year – Fall Session						
NUR 203	Health Assessment	3	45	0	0	0
NUR 204	Applied Health Assessment	1	0	45	0	0
NUR 216	Principles of Pathophysiology	3	45	0	0	0
NUR 221	Foundations of Nursing	5	75	0	0	0
NUR 222	Application of Foundational Skills	3	0	68	50	17
	TOTAL	**15**	**165**	**113**	**50**	**17**
Sophomore Year – Spring Session						
NUR 311	Pharmacology	3	45	0	0	0
NUR 351	Nursing Care of Acute Illness Throughout the Lifespan	6	90	0	0	0

NUR 352	Clinical Management of Acute Illness Throughout the Lifespan	3	0	16	102	17
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
	Junior Year – Fall Session					
NUR 353 OR NUR 356	Foundations of Maternal-Newborn and Women's Health Nursing Professional Nursing and Emerging Trends	3	45	0	0	0
NUR 354	Clinical Management of the Maternal-Newborn and Women's Health Patient (only if taking NUR 353)	1	0	4	35	6
NUR 397	Special Topics in Nursing: Transforming Care Through Integrated Nursing Practice	3	45	0	0	0
NUR 361	Nursing Care of Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 362	Clinical Management of Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15/16**	**180**	**16/20**	**102/137**	**17/23**
	Junior Year – Spring Session					
NUR 409	Evidence-Based Nursing Practice	3	45	0	0	0
NUR 421	High Acuity Nursing	3	45	0	0	0
NUR 422	Population Health (online)	3	45	0	0	0
NUR 423	Clinical Management of Specialty Patients	4	0	8	164	8
	TOTAL	**13**	**135**	**8**	**164**	**8**
	Senior Year – Fall Session					
NUR 415	Nursing Leadership and Management(online)	3	45	0	0	0
NUR 416	Preceptorship	5	0	0	217	8
NUR 417	Summit for Nursing Knowledge	1	15	0	0	0
NUR 432	Introduction to Global Health	3	45	0	0	0
	TOTAL	**12**	**105**	**0**	**217**	**8**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR BSN	**71**	**765**	**157**	**670**	**73**
	TOTAL DIRECT CARE HOURS				**743**	

NOTE:
Total weeks of the program starting August 2026 is 73 weeks.
Delivery Method: Blended

TUITION AND FEES – NURSING (JOINT SENTARA COLLEGE AND BATTEN UNIVERSITY) – BACHELOR OF SCIENCE IN NURSING (BSN)

The information below was retrieved from the Batten University Wesleyan College of the Arts and Sciences' Academic Catalog 2026-2027. For the most up to date information please see the Batten University website.

General Policy on Student Accounts

Consent to Communication/Disclosure of Tuition and Fees

All students are required to complete Batten University's Student Financial Responsibility Agreement (SFRA) at the start of each academic year. Failure to complete the form may result in a registration hold, preventing a student from registering for future courses.

Tuition and Fees

All amounts billed to students are due on the date indicated on the bill. A bill alert is sent via email when a new billing statement is available. Student bills are available online at www.batten.edu through MyBeacon/Bill Payment. (https://www.batten.edu/mybeacon)

Invoices and Payments

Fall Session bills will be available for viewing in early June, and spring session bills will be available in mid-November. Payments are due as follows:

Fall Session: August 10, 2026
Spring Session: December 19, 2026

Basic full-time tuition and fees for Day students for the academic year 2026-2027 are as follows:

Tuition:	$38,776.00
Double Room and Meal Plan:	*$11,810.00
Damage Deposit:	$150.00
Student Activity Fee:	$250.00
Technology Fee:	$700.00

** This represents the lowest rate for a double room and meals. Cost of rooms in East, Johnson, Village III, apartments, townhouses and singles is higher.*

All first-time Freshman and second-year consecutive Day students are required to attend January term. First and second year consecutive students will be charged the non-refundable ($762) fee during their incoming Fall semester.

All Day students may also attend up to 5 credit hours during the January term for a fee of $762. The housing charge for January term is $530.

Students may also attend Summer Session at $450 per credit hour plus $220 per week for housing.

If a full-time Day student is enrolled in fewer than 12 credits, the tuition cost will be the full-time tuition rate per semester. A full-time Day student may take more than 18 credit hours only with the permission of the faculty advisor and the Associate Vice President for Academic Affairs. A full time Day student enrolled in more than 18 hours is considered to be in overload and will be charged $1,614 for each credit hour over 18. Students can take between 1 to 4 credits for service courses per semester which do not apply towards the maximum credit hour calculation.

Returned Checks
A $45.00 fee will be assessed to all returned checks and ACH payments. If the University receives a total of three returned checks in a given semester, all future payments must be made via cash, certified check, or money order. DO NOT SEND CASH THROUGH THE MAIL. Students are expected to immediately resolve all outstanding balances.

Late Fees
A one hundred dollar ($100) late payment fee per semester will be assessed to all students who have not made payment in full or acceptable arrangements by the tuition due date for the semester.

Other Fees
Students who enroll in certain courses may be charged additional fees. Those who enroll in applied music courses incur additional charges for private lessons.

Health Insurance
All undergraduate Day students taking 6 or more credits are required to carry health insurance coverage either through the University-sponsored plan or through an alternative comparable plan, such as coverage from a parent/guardian's health insurance plan. Batten University offers a Student Health Insurance Plan (SHIP) policy for an estimated $3,166 for the 2025-2026 academic year. Each student will be automatically enrolled; however, if you already have health insurance coverage and wish to waive the SHIP, you MUST complete the insurance waiver (www.rcmdstudentbenefits.com). This waiver information is mailed separately from RCM&D, the University's health insurance broker. To access the online waiver through the RCM&D website, please choose your school and click on Waive Your School's Insurance. When asked to enter your student ID number, please omit the leading zero.

The waiver due date is August 20, 2026. If your waiver is not received by the due date you may be automatically enrolled and covered by the policy through July 31, 2027, and are responsible for the insurance premium. Prior to first attendance at the University, and annually thereafter, registered students in the aforementioned categories must complete the online student health insurance waiver/enrollment process.

Withdrawal and Refund Policies
The withdrawal policy applies to registered students who attend at least one class and then officially withdraw from the University. To officially withdraw, the student must contact the Office of the Registrar and complete an official withdrawal form. Ceasing to attend classes does not constitute a student as officially withdrawn. Students who withdraw from the University completely may receive a partial tuition refund as follows:

90% - First week of class
50% - Second week of class
25% - Third week of class
0% - After the third week of class

Calculations will be assessed on the date the withdrawal is completed and submitted to the Office of the Registrar. The University will charge an administrative fee of $100 for any student withdrawing. Enrollment deposits and fees are non-refundable.

Administrative Withdrawal for Non-Attendance (No Show)
Day students who register for a semester of coursework but do not attend class sessions of any of their courses during the first two full weeks of the semester are withdrawn from the University administratively and notified of that action by a letter sent to both home and campus addresses. Those students are responsible for 10% of tuition and room and board charges plus the $100 administrative fee. The student will be ineligible for any federal, state, or institutional financial aid.

Resident Student Enrollment Policy

All resident students must be registered for full time (at least 12 credit hours). Any resident student who falls below 12 credits hours during a semester will continue to be billed for full time (12 credit hours). A resident student who falls below 12 credit hours may be ineligible for all or part of their financial aid package.

Resident students may request permission to change to a commuter status if they meet certain eligibility criteria. Students desiring such a change should contact the Residence Life Office. If resident students receive permission to move off campus before the first day of class they will receive a 100% refund of their room and board charges. If a resident student moves off campus after the first week of classes, the University retains 100% of room and board.

Resident Student Housing and Common Area Damage Billing
Residence hall and common area damages will be assessed to students' accounts as charges are incurred. Damage charges are furnished by the Residence Life Office. The student is responsible for making payment of all damages. Questions regarding damage charges should be directed to the Residence Life Office.

ID Cards
The charge for replacement ID cards is $30.00 per card. Replacement cards are obtained in the Campus Security Office.

Meal Cards
All resident students will be required to show their ID cards at each meal. The student ID card will be encoded at the beginning of the semester with the proper meal plan. Information regarding meal plans can be found on the Room and Board information page online at https://www.batten.edu/enrollment-aid/financial-aid/room-and-board.php

Personal Property
Although the University will attempt to safeguard the personal property of employees, students, and guests, Batten University cannot assume responsibility for such property. The University urges everyone who may bring personal property to the campus to review his/her home insurance policy to ensure adequate protection. Batten University also offers renters insurance through GradGuard. More information can be found at GradGuard.com/renters/BattenUniversity.

Campus Mail
The Office of Finance coordinates the campus mail system. Students receiving packages or mail will be notified via email to pick up these items in the Duplication and Postal Services Center located in the Scribner University Store between the hours of 10:00am and 4:00pm, Monday through Friday.

Delinquent Account Policies

Payment Plans and Payment Arrangements
If full payment cannot be made, Batten University offers Payment Plans on a per-semester basis through our partner, Touchnet via MyBeacon (https://www.batten.edu/mybeacon). Note that there are deadlines for enrollment and that the plans begin in advance of the start of the semester. Batten University offers a six-installment payment plan with an enrollment deadline of June 10th for the fall semester and December 10th for the spring semester. We encourage students and families who wish to take advantage of the six-installment payment plan to estimate their payments for the semester based on published costs. Payment arrangements are available through the Office of Finance and Administration. (We also offer a 4+5 month plan.)

Collections
Students who fail to pay any outstanding balances in full due, owing Batten University by the scheduled due date and fail to make acceptable payment arrangements to bring their accounts current, Batten University may refer the delinquent account to a collection agency. If Batten University refers the account balance to a third party for collection, a collection fee of approximately 33% of the debt may be assessed in addition to any legal fees or court costs associated with pursuing the collection of debt and will be due in full at the time of the referral to the third party. The third party may be a debt collection company or an attorney.

There is a 10-day waiting period for the release of a transcript of credits or a diploma after an account is paid in full through a collection agency.

Return of Military Tuition Assistance (TA)
Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense policy, Batten University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. These funds are returned to the military service branch. Instances when a Service member stops attending due to a military service obligation, Batten University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Withdrawing or dropping courses prior to the start of classes, 100% of TA is returned to the military service branch.

- 15-week Course Withdraw submitted, the 60% of course is completed at 9 weeks
- 12-week Course Withdraw submitted, the 60% of course completed at 7.2 weeks
- 7.5-week Course Withdraw submitted, the 60% of course completed at 4.5 weeks

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. Based on the Veterans Benefits and Transaction Act of 2018, due to the delayed disbursement of funding from the Veterans Administration (VA), students using VA benefits Chapter 33 Post 9/11 GI Bill® or Chapter 31 Vocational Rehabilitation benefits will not be:

- Prevented from enrolling in the current semester
- Assessed a late fees or penalties, on funding covered by benefits
- Required to secure alternative or additional funding for the amount their benefit covers
- Denied access to any school resources (i.e. library, computer labs, Learning Center, etc.) that are available to other students that have paid their accounts

Batten University does require students using Chapter 33 Post 9/11 GI Bill® or Chapter 31 Vocational Rehabilitation benefits to:

- Produce the VA's Certificate of Eligibility by the first day of class to the Batten University Certifying Official, located in the Financial Aid Office (Godwin Hall, first floor)
- Produce a Batten University VA Registration Form and copy of their current schedule by the first day of class to the Batten University Certifying Official
- Ensure that any current fees or prior balances, that are not covered by their VA Benefit, to be paid in full by the first day of classes

In compliance with the Isakson and Roe Act, students called up to military service who are also using VA funding will be refunded 100% of their tuition, fees, and housing costs. In accordance with SCHEV guidelines, state students called to military service (regardless of VA funding) will be given a pro-rated refund. If deemed reasonable, the student may have an option to take an incomplete.

Financial Aid Implications for Students Who Withdraw from or Stop Attending Classes

The Financial Aid Office is required by federal statute to recalculate federal Title IV financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term.

Traditional Term Classes (Fall and Spring courses that last the entire term):

The withdrawal calculation will be based on their last day completed and the total number of hours within that term.

Semester Classes (Classes that do not last the entire term):
If a student drops/withdraws from a semester and is registered for another later semester within that term, the Financial Aid Office is required to have a letter from the student stating they are planning to take the upcoming courses within that term.

If the student is not registered for any additional hours or does not provide the above letter, the drop/withdrawal date will be the last date of attendance. The calculation will be based on the number of days completed and the number of days within that semester. If the student completes one term and then withdraws during the second semester, the calculation will be based on the total number of days in the first semester plus the number of days completed in the second semester.

How the Federal Financial Aid Return of Funds is Calculated
If a student leaves the institution prior to completing 60% of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

> Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to appropriate federal program based on the percentage of unearned aid using the following formula:

> Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a balance to the institution, which must be paid within 30 days of withdrawing from the University.

If a student earned more aid than was disbursed to him/her, the institution will offer the student a post-withdrawal disbursement, which must be paid within 120 days of the student's withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans (other than PLUS loans)
- Subsidized Direct Stafford Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants for which a return of funds is required
- Other Title IV assistance for which a return of funds is required (e.g., TEACH).

Financial Aid

Batten University believes that no student should be denied the opportunity to attend because of limited financial resources. The Financial Aid staff is available to counsel with students and their families regarding financial assistance.

Students who demonstrate financial need may qualify for grants, low-interest loans, and the Work & Learn Program. To be considered for these types of financial aid, students must submit the Free Application for Federal Student Aid

(FAFSA), which is available online at www.studentaid.gov. Financial aid is granted on an annual basis, and each student's need is re-evaluated each year. First preference is given to applicants who meet the March 1 priority filing deadline.

Batten University also offers academic scholarships, without regard to need, to entering first year and transfer students with outstanding academic records. All Batten University Scholarships and Grants are applied to tuition charges only. Batten University reserves the right to recalculate scholarships and grants due to major changes to our tuition structure.

Financial Aid Programs

Federal Pell Grant
Amount: $740 - $7,395 grant (amount subject to change annually.)
Eligibility: Demonstrated need

Federal Supplemental Educational Opportunity Grant (FSEOG)
Amount: $1000 grant (amount subject to change based on federal funding)
Eligibility: Demonstrated need

Federal Work-Study (FWS)
Amount: $2,500 award
Eligibility: Demonstrated
need

Federal Direct Stafford Student Loan Programs
Dependent Undergraduate Amount: $500 - $7,500 ($2,000 must be unsubsidized)
Independent Undergraduate Amount: $9,500-$12,500 ($3,500-$5,500 can be subsidized)
Graduate Amount: $20,500 (unsubsidized)
Eligibility: Varies

Virginia Tuition Assistance Grant (VTAG)
Application: VTAG application (application due by September 31 to Batten University)
Amount: $5,2500 (amount subject to change)
Eligibility: Must be a Virginia resident

Batten University Merit Scholarships

Jane P. Batten Honors President's Scholarship
Application: Jane P. Batten Honors College
Application
Eligibility: No need requirement; Based on academic achievement, SAT scores, GPA, and requires that you be a resident student all 4 years. This is a competitive scholarship in which you must be invited to attend the competition.

Jane P. Batten Honors Dean's Scholarship
Application: Jane P. Batten Honors College
Application
Eligibility: No need requirement; Based on academic achievement, SAT scores, GPA, and requires that you be a resident student all 4 years. This is a competitive scholarship in which you must be invited to attend the competition.

Batten University Scholarship
Application: Batten University Admission Application
Eligibility: No need requirement; based on academic achievement, SAT scores, GPA, and residential status.

Batten University Grant
Application: Batten University Admission Application
Eligibility: Based on academic achievement, SAT scores, GPA, student need, and residential status.

Transfer Scholarships
Application: Batten University Admission Application
Eligibility: No need requirement; based on academic achievement from prior school and residential status.

Sons/Daughters and Spouses of Clergy
Application: Batten University Admission Application and notification to the Financial Aid Office
Amount: Up to half-tuition grant for eight semesters (including any scholarships and need based grants offered).
Eligibility: No need requirement; dependent sons and daughters as well as spouses of Virginia United Methodist clergy; full-time enrollment in day program.

Satisfactory Academic Progress

The Financial Aid Office routinely checks grades and rate of completion after the Spring semester. A student's cumulative GPA, progress towards their degree, and whether that student is still on track to graduate within four years is monitored. Each student is required to maintain a minimum passing rate of 67% for undergraduate and 70% for graduate students of completed vs. attempted credits.

GPA expectations are as follows:

- 23 or fewer credits completed, a *minimum* cumulative GPA of 1.8
- 24 - 53 credits completed, a *minimum* cumulative GPA of 1.9
- 54+ credits completed, a *minimum* cumulative GPA of 2.0
- Graduate level, a *minimum* cumulative GPA of 3.0

Failure to meet the University's minimum passing rate could result in the loss of federal student aid or eligibility. Students working towards a Bachelor's Degree can earn up to a maximum of 192 credits towards their first degree before they are no longer eligible for Federal Aid. Students receiving Batten University Scholarships/Grants are no longer eligible for institutional aid after five years while Virginia State Aid is available for a maximum of 8 semesters.

Please refer to the Financial Aid Self-Service site on Batten University's website to review the complete policy in reference to Financial Aid and eligibility requirements. Students who have lost their financial aid eligibility are also encouraged to read about the University's appeal process.

Any student that has satisfied all requirements for their first Bachelor's Degree at Batten University, even if they have not been awarded their diploma, is **not** eligible for any additional Batten University Financial Aid to finish a 2nd Bachelor's Degree or a Minor.

MASTER OF SCIENCE IN NURSING (MSN)

MASTER'S ENTRY TO NURSING PRACTICE (MENP) – MASTER OF SCIENCE IN NURSING CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (5 sessions)

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Year One – Fall Session						
NUR 514	Advanced Health Assessment	4	45	45	0	0
NUR 515	Advanced Pathophysiology (online)	4	60	0	0	0
NUR 521	Theoretical Foundations of Nursing	5	75	0	0	0
NUR 523	Application of Theoretical Foundations of Nursing	3	0	32	85	18
	TOTAL	**16**	**180**	**77**	**85**	**18**
Year One – Spring Session						
NUR 511	Advanced Pharmacology (online)	4	60	0	0	0
NUR 551	Nursing Concepts: Acute Illness Throughout the Lifespan	6	90	0	0	0
NUR 552	Application of Nursing Concepts: Acute Illness Throughout the Lifespan	3	0	16	102	17
NUR 553	Theoretical Foundations of Maternal-Newborn and Women's Health Nursing	3	45	0	0	0
NUR 554	Application of Theoretical Foundations of Maternal-Newborn and Women's Health Nursing	1	0	4	35	6
	TOTAL	**17**	**195**	**20**	**137**	**23**
Year Two – Summer Session (12 weeks total = each course is 4 weeks)						
NUR 501	Healthcare in the U.S. Today (online	3	45	0	0	0
NUR 503	Health Policy (online)	3	45	0	0	0
NUR 555	Professional Nursing for MSNs (online)	3	45	0	0	0
	TOTAL	**12**	**135**	**0**	**0**	**0**
Year Two – Fall Session						
NUR 509	Translational Scholarship (online)	3	45	0	0	0
NUR 525	Clinical Nurse Leadership (online)	3	45	0	0	0
NUR 661	Nursing Concepts: Chronic Illness Throughout the Lifespan	6	90	0	0	0
NUR 662	Application of Nursing Concepts: Chronic Illness Throughout the Lifespan	3	0	16	102	17
	TOTAL	**15**	**180**	**16**	**102**	**17**
Year Two – Spring Session						
NUR 504	Disease Management and Clinical Outcomes (online)	3	45	0	0	0
NUR 522	Population Health and Epidemiology (online)	3	45	0	0	0
NUR 601	Care Management Clinical	3	0	8	119	8
NUR 621	High Acuity Nursing for MSNs	3	45	0	0	0
NUR 631	Issues and Trends in Nursing for MSNs (online)	4	60	0	0	0
	TOTAL	**16**	**195**	**8**	**119**	**8**
Year Two – Summer Session						
NUR 611	Clinical Leadership Immersion (12 weeks)	7	0	0	315	0
	TOTAL	**7**	**0**	**0**	**315**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR MENP	**80**	**885**	**121**	**758**	**66**

TOTAL DIRECT CARE HOURS	**824**

NOTE:
Total weeks of the program is 82 weeks.

Delivery Method: Blended

Sentara College of Health Sciences
Master's Entry to Nursing Practice (MENP) – Master of Science in Nursing
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition*	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Shadow Health Subscription	vSim Modules	Skills Lab Supplies	Totals
1	16	$9,344.00	$500.00	$68.00	$30.00	$105.00	$414.00	$50.00	$10,511.00
2	17	$9,928.00	$500.00	$86.00	$30.00			$70.00	$10,614.00
3	9	$5,256.00	$500.00		$30.00				$5,786.00
4	15	$8,760.00	$500.00	$32.00	$30.00			$60.00	$9,382.00
5	16	$9,344.00	$500.00	$28.00	$30.00			$25.00	$9,927.00
6	7	$4,088.00	$500.00						$4,588.00
TOTAL	**80**	**$46,720.00**	**$3,000.00**	**$214.00**	**$150.00**	**$105.00**	**$414.00**	**$205.00**	**$50,808.00**

* Tuition: $584.00/credit
NOTE: Tuition and fees do not include costs for books, uniforms, or the NCLEX. The estimated cost of textbooks for this program is $2,400.00.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ 10,511	$ 10,614	$ 5,786	$ 26,911
LIVING EXPENSES	$ 13,008	$ 13,008	$ 9,756	$ 35,772
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 2,067	$ 567	$ 567	$ 3,201
TRANSPORTATION	$ 2,000	$ 2,000	$ 1,500	$ 5,500
PERSONAL EXPENSES	$ 800	$ 800	$ 600	$ 2,200
LOAN FEES	$ 72	$ 72	$ 72	$ 216
TOTAL	**$ 28,458**	**$ 27,061**	**$ 18,281**	**$ 73,800**

Academic Year 2				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ 9,382	$ 9,927	$ 4,588	$ 23,897
LIVING EXPENSES	$ 13,008	$ 13,008	$ 9,756	$ 35,772
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 567	$ 567	$ 567	$ 1,701
TRANSPORTATION	$ 2,000	$ 2,000	$ 1,500	$ 5,500
PERSONAL EXPENSES	$ 800	$ 800	$ 600	$ 2,200
LOAN FEES	$ 72	$ 72	$ 72	$ 216
TOTAL	**$ 25,829**	**$ 26,374**	**$ 17,083**	**$ 69,286**

CLINICAL NURSE LEADER – MASTER OF SCIENCE IN NURSING
CREDIT ANALYSIS AND CURRICULUM PLAN

Spring Admission (5 sessions)
Class Entering January 2027

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Practicum Hours
Year One – Spring Session					
NUR 504	Disease Management and Clinical Outcomes	3	45	0	0
NUR 511	Advanced Pharmacology	4	60	0	0
	TOTAL	**7**	**105**	**0**	**0**
Year One – Summer Session					
NUR 501	Healthcare in the U.S. Today (4 weeks)	3	45	0	0
NUR 503	Health Policy (4 weeks)	3	45	0	0
	TOTAL	**6**	**90**	**0**	**0**
Year One – Fall Session					
NUR 514	Advanced Health Assessment	4	45	45	0
NUR 515	Advanced Pathophysiology	4	60	0	0
	TOTAL	**8**	**105**	**45**	**0**
Year Two – Spring Session					
NUR 509	Translational Scholarship	3	45	0	0
NUR 525	Clinical Nurse Leadership	3	45	0	0
NUR 600	Clinical Nurse Leader Specialty: Advanced Nursing Practice I	2	0	0	90
	TOTAL	**8**	**90**	**0**	**90**
Year Two – Summer Session					
NUR 604	Clinical Nurse Leader Specialty: Advanced Nursing Practice II (12 weeks)	3	0	0	135
NUR 522	Population Health and Epidemiology (12 weeks)	3	45	0	0
	TOTAL	**6**	**45**	**0**	**135**
Year Two – Fall Session					
NUR 614	Clinical Nurse Leader Specialty: Advanced Nursing Practice III	7	0	0	315
	TOTAL	**7**	**0**	**0**	**315**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Practicum Hours**
	TOTAL FOR MSN-CNL	**42**	**435**	**45**	**540**

NOTE: Total weeks of the program is 82 weeks.

Delivery Method: Blended

Sentara College of Health Sciences
Master of Science in Nursing – Clinical Nurse Leader
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition*	Technology Fee**	Proctored Testing Fee***	Shadow Health Subscription+	Totals
1-6	42	$ 24,528.00	$ 500.00	$ 68.00	$ 120.00	
TOTAL	**42**	**$ 24,528.00**	**$ 3,000.00**	**$ 68.00**	**$ 120.00**	**$ 27,716.00**

* **Tuition**: $584.00/credit
Students will take between 6-8 credits each semester, depending on the courses be offered that semester. Tuition can be calculated as follows: $3,504.00 for 6 credits or $4,088.00 for 7 credits or $4,672.00 for 8 credits.
** **Technology fee**: $500.00/semester *** **Proctored Testing Fees**: $4.50/test, charged by course. Total = $68.00
+ **Shadow Health Subscription** is a one-time fee for NUR 514.
NOTE: Tuition and fees do not include costs for books. The estimated cost of textbooks for this program is $2,100.00.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ -	$ 4,615	$ 4,004	$ 8,619
LIVING EXPENSES	$ -	$ 6,504	$ 3,252	$ 9,756
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ -	$ 1,933	$ 433	$ 2,366
TRANSPORTATION	$ -	$ -	$ -	$ -
PERSONAL EXPENSES	$ -	$ 400	$ 200	$ 600
LOAN FEES	$ -	$ 72	$ 72	$ 144
TOTAL	**$ -**	**$ 13,524**	**$ 7,961**	**$ 21,485**

Academic Year 2				
	FALL	**SPRING**	**SUMMER**	**TOTAL**
TUITION & FEES	$ 5,358	$ 5,172	$ 4,004	$ 14,534
LIVING EXPENSES	$ 6,504	$ 6,504	$ 4,878	$ 17,886
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 433	$ 433	$ 433	$ 1,299
TRANSPORTATION	$ -	$ -	$ -	$ -
PERSONAL EXPENSES	$ 400	$ 400	$ 300	$ 1,100
LOAN FEES	$ 72	$ 72	$ 72	$ 216
TOTAL	**$ 12,767**	**$ 12,581**	**$ 9,687**	**$ 35,035**

DEPARTMENT OF CONTINUING EDUCATION

CERTIFICATE IN MEDICAL ASSISTANT

MEDICAL ASSISTANT PROGRAM OVERVIEW AND TECHNICAL STANDARDS

Mission Statement
The Medical Assistant Program prepares health professionals to perform technical, administrative, and patient care skills in physicians' offices and other healthcare settings to meet the human resource needs of physician practices. The practice of medical assisting directly influences the public's health and well-being and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession.

Philosophy
The faculty believe that medical assistants are members of a discipline that combines the quality of caring with technical interventions, communication, and knowledge integration to support the delivery of quality client care in a medical office setting. Medical Assistants provide direct, delegated care to clients who are diverse in healthcare needs, cultures, and racial/ethnic backgrounds. Feedback is used to evaluate interventions, make decisions, and manage care for these clients. It is an essential discipline that functions collaboratively with other disciplines to promote preferred health-related outcomes based on designated plans of care.

We believe that medical assistant education is most effectively implemented through an interactive, dynamic, and collaborative process of shared responsibility for teaching and learning. Teaching is a facilitative process of selecting and structuring learning experiences designed to promote the achievement of competency outcomes in the field of medical assisting. Learning is most effective through focused individual and group activities that involve an interactive process of acquiring the knowledge, skills, and values to achieve the required competency outcomes. Faculty guide students to demonstrate responsibility, accountability for practice, and personal growth while incorporating the principles of ethical behavior, respect of client's rights, dignity, and cultural diversity.

We further believe that graduates of the Medical Assistant Certificate Program are prepared at the beginning level to be competent, self-directed, and accountable members of the healthcare team consistent with the job description. Graduates of the program receive a certificate of completion and are responsible for initial and ongoing competence consistent with the evolving changes in healthcare.

Student Learning Outcomes
Upon completion of the Medical Assistant Certificate Program, the graduate will be able to:

1. Perform medical office procedures, clerical functions, and medical records management within the health care setting.
2. Conduct a variety of diagnostic tests, routine patient procedures and care within the MA scope of practice.
3. Use effective communication skills and cultural sensitivity to interact with or on behalf of patients, families, and members of the healthcare team.
4. Integrate problem-solving skills to plan, implement and evaluate technical procedures while working collaboratively with other healthcare providers.

Medical Assistant Admission Requirements
To be considered for the medical assistant program, applicants must:

1. Apply by July 15th.
2. Have successfully completed a high school or college algebra and one of the following at the high school or college level: biology, anatomy/physiology, pathophysiology, or microbiology with a grade of "C-" or higher. Official transcripts are required to be submitted to the college for these courses by the end of the add/drop period.

Program Start Dates: August

The Medical Assistant Program is a blended program. The didactic courses will be delivered online and in person and all skills lab and clinical courses are in person. There are two (2) courses that will be delivered 100% online (Medical Terminology and Body Structure and Function for Medical Assistants).

Technical Standards – Medical Assistant

The list of technical standards is for the student to use to become aware and informed of the skills required in performance as a student in the Medical Assistant (MA) Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the MA Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgment stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all-inclusive)
Acquire information	• Acquire knowledge in the classroom, online, skills lab, and clinical environment. • Develop adaptive thinking.	• Acquire information from demonstrations and experiences. • Acquire information from various documents, texts, articles, other educational aids, and computer systems.
Demonstrate digital literacy	• Demonstrate computer skills needed for hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration, and communication. • Download and install the required software. • Create, save, and submit documents, files, presentations, graphics, and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conferences, and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide safe, competent assistive	• Measure, calculate, and apply the information in the acute care setting.	• Obtain physiological health care data from multiple sources and/or diagnostic

care to various patient populations under the supervision of a licensed practitioner.	• Demonstrate the administrative skills needed for effective performance in the medical office, urgent care or other similar outpatient setting. • Successfully participate in mock administrative and clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients	equipment and report and/or document findings as required by policy. • Detect and document heart sounds and other physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures, treatments, operation of diagnostic and therapeutic equipment etc. (Ex. activities of daily living [ADL's], venipuncture, capillary puncture, non-blood collection, EKG, glucose testing etc). • Process blood/non-blood specimens in preparation for testing (centrifugation, aliquot, send-outs etc). • Perform and obtain accurate results on selected CLIA waived laboratory tests. Effectively communicate abnormal/critical values as required. • Calculate, prepare, and administer proper doses of oral and parenteral medications and monitor IV infusions. • Demonstrate the skill needed to perform administrative activities such as billing, scheduling, use of EHR, insurance claims etc. • Problem solves within the scope of an MA. • Engage in critical thinking to ensure prompt and safe delivery of care. • Make proper judgments regarding safe and quality care.
Communicate effectively and sensitively with students, faculty, staff, patients, family, and other health care professionals.	• Document and/or report information gathered from communication. • Exhibit social and emotional intelligence.	• Communicate with the patient/family in a way that is meaningful, respectful, and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret, and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors, and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment. (i.e. emergency vs non-emergency area)

		• Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest, and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross-cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature, and sensitive relationships with clients, family and visitors, students, faculty, staff, and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion, and integrity for all. • 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 patients, families, and others. • Maintain confidentiality and protect the rights of others. • Determine when an intervention requires additional assistance and use good judgment in seeking help from others.

v. May 2021

MEDICAL ASSISTANT CREDIT ANALYSIS AND CURRICULUM PLAN

Fall Admission (3 sessions)
Class Entering August 2026

Course Number	Course Name	Credit Hours	Lecture Hours	Skills Lab Hours	Clinical Hours	Simulation Hours
Fall Session						
MA 100	Introduction to Medical Assisting (1st 7 weeks)	3	45	0	0	0
MA 102	Introduction to Clinical Practice (15 weeks)	3	0	0	135	0
MA 103	Medical Terminology for the Medical Assistant (1st 7 weeks)	2	30	0	0	0
MA 105	Body Structure and Function for Medical Assistants (15 weeks)	3	45	0	0	0
MA 110	Principles of Medical Assisting (2nd 7 weeks)	3	45	0	0	0
MA 115	Application of Medical Assisting (2nd 7 weeks)	1	0	45	0	0
	TOTAL	**15**	**165**	**45**	**135**	**0**
Spring Session						
MA 120	Principles of Medical Assisting II (1st 7 weeks)	5	75	0	0	0
MA 125	Application of Medical Assisting II (1st 7 weeks)	2	0	90	0	0
MA 130	Career Development (2nd 7 weeks)	2	30	0	0	0
MA 135	Medical Assisting Clinical Externship (2nd 7 weeks)	4	0	0	180	0
	TOTAL	**13**	**105**	**90**	**180**	**0**
		Credit Hours	**Lecture Hours**	**Skills Lab Hours**	**Clinical Hours**	**Simulation Hours**
	TOTAL FOR MA	**28**	**270**	**135**	**315**	**0**

NOTE:
Total weeks of the program is 29 weeks.
Delivery Method: Blended

Sentara College of Health Sciences
Certificate in Medical Assistant
Effective August 2026

Tuition and Fees

Semester	Credits	Tuition*	Technology Fee	Proctored Testing Fee	Skills Lab Fee	Skills Lab Supplies	Certification Exam Fee	Totals
1	15	$4,980.00	$500.00	$36.00	$30.00	$60.00	-	$5,606.00
2	13	$4,316.00	$500.00	$9.00	$30.00	$60.00	$165.00	$5,080.00
TOTAL	**28**	**$9,296.00**	**$1,000.00**	**$45.00**	**$60.00**	**$120.00**	**$165.00**	**$10,686.00**

* **Tuition**: $332.00/credit
NOTE: Tuition and fees do not include costs for books. The estimated cost of textbooks for this program is $360.00-400.00.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

Academic Year 1			
	FALL	**SPRING**	**TOTAL**
TUITION & FEES	$ 5,606	$ 5,080	$ 10,686
LIVING EXPENSES	$ 13,008	$ 13,008	$ 26,016
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPENMT	$ 1,950	$ 450	$ 2,400
TRANSPORTATION	$ 2,000	$ 2,000	$ 4,000
PERSONAL EXPENSES	$ 800	$ 800	$ 1,600
LOAN FEES	$ 50	$ 50	$ 100
TOTAL	**$ 23,414**	**$ 21,388**	**$ 44,802**

CERTIFICATE IN MONITOR SURVEILLANCE

MONITOR SURVEILLANCE PROGRAM OVERVIEW, CURRICULUM, AND TECHNICAL STANDARDS

Mission Statement
The Monitor Surveillance Program prepares health professionals to identify normal and abnormal heart rhythms, which helps doctors diagnose and treat cardiac conditions by utilizing equipment that tracks the electrical activity of the heart. Monitor technicians integrate problem-solving skills, teamwork, effective communication, critical thinking, and knowledge integration to provide cardiac monitoring and appropriate intervention.

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

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

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

Program Student Learning Outcomes
Upon completion of the certificate, the graduate will be able to:
1. Communicate effectively with the healthcare team.
2. Distinguish various cardiac rhythms.
3. Integrate basic problem solving skills in the role as a monitor technician.

MS Program Admissions Requirements
To be considered for the MS Program, applicants must:
1. Apply by the application deadline (see Application deadlines below).

Program Start Dates: August and January

Application Deadlines
August Start: July 15th
January Start: December 15th

Curriculum Plan:
14-week Certificate Program

Course Number	Course Name	Lecture Hours	Skills Lab Hours	Clinical Hours
MS 101	Introduction to Cardiac Rhythm Analysis (7 weeks)	45	0	0
MS 201	Applied Rhythm Analysis (7 weeks)	45	0	135

Technical Standards - Monitor Surveillance
The list of technical standards is for the student to use to become aware and informed of the skills required in performance as a student in the Monitor Surveillance (MS) Technician Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the MS program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgement stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all inclusive)
Acquire Information	• Acquire knowledge in classroom, online, skills lab and clinical environment. • Develop adaptive thinking.	• Acquire information from demonstrations and experiences. • Acquire information from various documents, texts, articles, other educational aids and computer systems.
Demonstrate digital literacy	• Demonstrate computer skills needed for the hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration and communication. • Download and install required software. • Create, save and submit documents, files, presentations, graphics and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex. DOC to PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conference and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes. • Conduct web searches for scholarly information.

		• Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide safe, competent assistive care to various patient populations under the supervision of the preceptor.	• Measure, calculate and apply the information in the acute care setting. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients.	• Obtain physiological health care data from multiple sources and/or diagnostic equipment and report and/or document findings as required by policy. • Respond to equipment alarms. • Demonstrate skills needed to perform or assist with procedures and operation of diagnostic and therapeutic equipment etc. (monitoring and interpreting various heart rhythms, setting parameters on equipment, measurements, etc.) • Problem solve within the scope of an MST. • Engage in critical thinking to ensure prompt and safe delivery of care. • Make proper judgements regarding safe and quality care.
Communicate effectively and sensitively with students, faculty, staff, patients, family and other health care professionals.	• Document and/or report information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team.	• Communicate with others in a way that is meaningful, respectful and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments. • Communicate effectively with peers, faculty, preceptors and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment (i.e. emergency vs non-emergency area).

		• Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature and sensitive relationships with clients, family and visitors, students, faculty, staff and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion and integrity for all. • 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 patients, families and others. • Maintain confidentiality and protect the rights of others. • Determine when an intervention requires additional assistance and use good judgement in seeking help from others.

v. June 2018

Sentara College of Health Sciences
Certificate in Monitor Surveillance
Effective August 2026

Tuition and Fees

Description	Cost
MS 101	$1,500.00
MS 201	$1,500.00
Certification Exam Fee	$175.00
TOTAL	$3,175.00

NOTE: Tuition and fees do not include costs for books or uniforms. The estimated cost of textbooks for this program is $200.00-286.00. Federal Loans and Grants are not available for this program. Veterans Benefits (CH33) and My CAA benefits are available to those who qualify. The Monitor Surveillance Program payment plan is made up of 12 installments of approximately $264.00. The installments begin two (2) months prior to the start date of the program and payments are made every two (2) weeks until the balance is paid in full.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

	FALL	SPRING
TUITION & FEES	$ 3,175	$ 3,175
LIVING EXPENSES	$ 6,504	$ 6,504
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 1,800	$ 1,800
TRANSPORTATION	$ 1,000	$ 1,000
PERSONAL EXPENSES	$ 400	$ 400
LOAN FEES	$ -	$ -
TOTAL	**$ 12,879**	**$ 12,879**

CERTIFICATE IN PATIENT CARE TECHNICIAN

PATIENT CARE TECHNICIAN PROGRAM OVERVIEW, CURRICULUM, AND TECHNICAL STANDARDS

Mission Statement
The Patient Care Technician Program prepares entry-level healthcare practitioners with the knowledge and clinical skills necessary to assist nurses in the healthcare setting. Patient Care Technicians integrate concepts and competencies of problem solving skills, teamwork, effective communication, critical thinking, reliability, cultural sensitivity and ethics in order to provide quality patient care.

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

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

We further believe that graduates of the Patient Care Technician (PCT) Certificate Program are prepared at the beginning level to be competent, self-directed, and accountable members of the healthcare team consistent with the job description. Patient care technicians implement selected functions delegated to them by a licensed nurse. They are prepared to work collaboratively with clients and the healthcare team and to provide essential information and assistance to achieve preferred health-related outcomes. Graduates of the program receive a certificate of completion and are accountable and responsible for initial competence and for their ongoing development of competence consistent with the evolving changes in healthcare.

Student Learning Outcomes
At the completion of the Patient Care Technician Certificate Program, the graduate will be able to:

1. Perform safe, competent, assistive care to clients in the healthcare setting under the supervision of a registered nurse or practical nurse.
2. Use effective communication skills to interact with or on behalf of patients, families, and members of the healthcare team.
3. Integrate basic problem solving skills to plan, implement, and evaluate technical procedures while working effectively with other healthcare providers.
4. Implement ethical, legal, and culturally sensitive interactions in the delivery of patient care.
5. Demonstrate professional behaviors in the delivery of patient care.

PCT Program Admissions Requirements
To be considered for the PCT Program, applicants must:

1. Apply by the application deadline (see Application deadlines below).

Program Start Dates: August and January

Application Deadlines
August Start: July 15th
January Start: December 15th

Curriculum Plan

14-week Certificate Program

Course Number	Course Name	Lecture Hours	Skills Lab Hours	Clinical Hours
PCT 105	Fundamental Concepts for Patient Care Technician	75	0	0
PCT 110	Skills for the Patient Care Technician	0	45	0
PCT 115	Clinical Application for Patient Care Technician	15	0	135

Technical Standards – Patient Care Technician

The list of technical standards is for the student to use to become aware and informed of the skills required in performance as a student in the Patient Care Technician Program and to assess their ability to complete such duties. These technical standards reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the PCT Program at this college. These standards are not conditions of admission to the program. Persons interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral expectations necessary to successfully complete the program. Students must also meet the specific program and course student learning outcomes to be successful. As part of orientation, students will be required to sign an acknowledgment stating that they have read the technical standards for the program. The college complies with the requirements of Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990; therefore, the college will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Requirement	Standards	Examples (not all-inclusive)
Acquire information	• Acquire knowledge in the classroom, online, skills lab, and clinical environment. • Develop adaptive thinking.	• Acquire information from demonstrations and experiences. • Acquire information from various documents, texts, articles, other educational aids, and computer systems.
Demonstrate digital literacy	• Demonstrate computer skills needed for hybrid and online learning environments.	• Access and submit information in the learning management system. • Utilize Google Suite for content, collaboration, and communication. • Download and install the required software. • Create, save and submit documents, files, presentations, graphics, and spreadsheets using programs/software required by the college. • Manage files and folders; save, name, copy, move, backup, rename, delete, check properties. • Retrieve saved files from storage. • Convert documents as needed (ex PDF). • Copy and paste items into a document. • Participate in online discussion forums, video conferences, and virtual classrooms. • Utilize a webcam and microphone. • Download videos to view later and save video files to smaller sizes.

		• Conduct web searches for scholarly information. • Utilize online library resources. • Collaborate with other students in the online environment. • Utilize netiquette when communicating in the online environment. • Meet minimum requirements for logging into the course.
Integrate knowledge, data, and information to provide safe, competent assistive care to various patient populations under the supervision of a registered nurse or licensed practical nurse.	• Measure, calculate and apply the information in the acute care setting. • Successfully participate in mock clinical exercises, meeting performance objectives to assure quality patient care. • Meet all performance standards in providing safe, quality care to patients	• Obtain physiological health care data from multiple sources and/or diagnostic equipment and report and/or document findings as required by policy. • Detect and document heart sounds and other physiological sounds necessary for patient care. • Demonstrate skills needed to perform or assist with procedures, treatments, operation of diagnostic and therapeutic equipment etc. (Ex. activities of daily living [ADL's], phlebotomy, foley, glucose testing, etc). • Problem solves within the scope of a PCT. • Calculate intake/output and any other essential information within the scope of a PCT. • Engage in critical thinking to ensure prompt and safe delivery of care. • Make proper judgments regarding safe and quality care.
Communicate effectively and sensitively with students, faculty, staff, patients, family, and other health care professionals.	• Document and/or report information gathered from communication. • Exhibit social and emotional intelligence. • Communicate with all members of the team.	• Communicate with the patient/family in a way that is meaningful, respectful, and understood by the receiver of the information. • Provide an accurate report of patient information to other health care providers and members of the health care team. • Give and receive feedback. • Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments.

		• Communicate effectively with peers, faculty, preceptors, and members of the health care team. • Process and accurately communicate information on the patient's status with members of the health care team in a manner that is effective for the given environment. (i.e. emergency vs non-emergency area) • Effectively communicate in teams.
Incorporate appropriate professional behaviors and attitudes into practice.	• Exhibit concern for others, ethical conduct, accountability, interest, and motivation. • Acquire interpersonal skills for professional interactions with others. • Exhibit cross-cultural communication.	• Follow course syllabi, assignment directions, patient protocols, and all policies/protocols of the college or health care institution. • Establish rapport and maintain effective, mature, and sensitive relationships with clients, family and visitors, students, faculty, staff, and other members of the health care team. • Function effectively under stress and adapt to changing environments inherent to clinical practice. • Demonstrate professional conduct in interactions with others. • Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences. • Demonstrate concern, compassion, and integrity for all. • 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 patients, families, and others. • Maintain confidentiality and protect the rights of others. • Determine when an intervention requires additional assistance and use good judgment in seeking help from others.

v. June 2018

Sentara College of Health Sciences
Certificate in Patient Care Technician
Effective August 2026

Tuition and Fees

Description	Cost
PCT 105	$1,000.00
PCT 110	$1,000.00
PCT 115	$1,000.00
Certification Exam Fee	$165.00
TOTAL	$3,165.00

NOTE: Tuition and fees do not include costs for books or uniforms. The estimated cost of textbooks for this program is $215.00-300.00. Federal Loans and Grants are not available for this program. Veterans Benefits (CH33) and My CAA benefits are available to those who qualify. The Patient Care Technician Program payment plan is made up of 12 installments of approximately $263.00. The installments begin two (2) months prior to the start date of the program and payments are made every two (2) weeks until the balance is paid in full.

Cost of Attendance

Comparing the total Cost of Attendance (COA) between different colleges can be a challenge. Fortunately, the FAFSA Simplification Act requires institutions to make the COA publicly available for students. COA goes beyond mere tuition and fees to include all of the expenses you might incur during your education, including:

- Direct costs charged by the college, such as tuition and fees
- Indirect/variable costs not charged by the college, such as housing, food, textbooks, travel, etc.

As the college has no control over indirect costs, these are provided as estimates using figures from such sources as the US Bureau of Labor Statistics, The National Association of Student Financial Aid Administrators, and The College Board.

COA is the total of estimated expenses for one year and includes estimates for: books, course materials, supplies, and equipment, cost of housing and food (or living expenses), transportation expenses, loan fees (excluding any loan fees for non-federal student loans), miscellaneous expenses (including a reasonable amount for the documented cost of a personal computer), allowance for childcare or other dependent care, and costs related to a disability.

COA is used to calculate how much financial aid a student is eligible for, based on the Expected Family Contribution from their FAFSA.

The data presented here are COA estimates for the 2026-2027 academic year at Sentara College of Health Sciences. The actual, final price (or net price) you'll pay is the difference between the published price (tuition and fees) to attend college, minus any grants, scholarships, and education tax benefits for which you may be eligible.

	FALL	SPRING
TUITION & FEES	$ 3,165	$ 3,165
LIVING EXPENSES	$ 6,504	$ 6,504
BOOKS, COURSE MATERIALS, SUPPLIES, AND EQUIPMENT	$ 1,800	$ 1,800
TRANSPORTATION	$ 1,000	$ 1,000
PERSONAL EXPENSES	$ 400	$ 400
LOAN FEES	$ -	$ -
TOTAL	**$ 12,869**	**$ 12,869**

POLICIES AND PROCEDURES

Policy Title: Academic Advising		
Department: Academic Affairs	**Owner:** Dean of Academic Affairs	**Original Date**: April 2011
Review Date: April 2019**,** January 2020, January 2021	**Revision Date:** April 2013, July 2015, May 2016, June 2018, March 2022, May 2023, April 2024, March 2026	**Effective Date:** April 2011, April 2013, July 2015, May 2016, August 2018, August 2021, August 2022, August 2023, August 2024, August 2026
Audience: Faculty and Students		

Policy Statement

Academic advising is available for all students by either a faculty or staff. The Office of the Registrar supports the advising process within the college to ensure that students have completed courses and credits required for graduation. Though the student has ultimate responsibility for the choices made in college, the advising process assists the student in making informed academic decisions. Advisors can help students understand their options and potential outcomes. If the student keeps the advisor(s) informed about concerns and decisions, the advisor(s) can assist students in the decision-making process in reaching their academic goals.

Purpose

The purpose of academic advising is to provide ongoing support to the student as they pursue their academic program.

Definitions

Academic advising is a joint relationship between the student and the faculty and/or staff. Advisors provide students with the information, counsel and support needed to assist students in achieving their educational goals. This includes ensuring that the student takes the courses required for graduation from the program of their choice and coordinating resources as needed based on academic performance or faculty/staff concerns.

Procedures

Required action steps	***Performed by***	***Supplemental guidance***
Students are advised on all aspects of the program to the point of entry into the specific program until their program commences.	Office of Admissions, Office of the Registrar, staff, faculty, Center for Student Success	
Maintain a record in the student information system. This information must include dates of appointments, any academic difficulties, and supportive comments.	Faculty and Staff	

Advisor Responsibilities

Faculty

- Maintain regularly scheduled office hours for advising as needed throughout the semester;
- Discuss course registration for the upcoming semester; and
- Monitor student's academic progress and initiate contact with students who are failing to progress satisfactorily as identified by the course coordinator.

Faculty and Staff

- Use assessment information, academic transcripts, and other student data as a means of identifying student's strengths, potential problem areas;
- Provide the student with information about alternatives, limitations, and possible consequences of academic decisions;
- Refer students to available college resources to meet individual needs;
- Monitor and accurately document student's progress toward meeting their academic goal;
- Document approved exceptions to the student's academic progress; and
- Maintain professional integrity, confidentiality, respect, and sensitivity in advising.

Student Responsibilities

- Inform the faculty advisor immediately whenever a serious problem (medical, financial, personal) impacts the ability to attend classes or interferes with the ability to focus on academics;
- Schedule and attend regular appointments with the advisor and be an active participant in the advising process;
- Be prepared for all scheduled advising session. Come prepared to each appointment with questions and appropriate materials;
- Be knowledgeable about college/program requirements, academic regulations, calendar deadlines, schedule of classes, and policies and procedures;
- Initiate timely contact with the advisor whenever a course grade falls below 80%;
- Maintain personal records of academic progress, including documentation of approved exceptions to stated program requirements;
- Present and candidly discuss factors such as employment, commuting distance, health, and other circumstances that might influence progression in the program;
- Accept responsibility for decisions;
- Observe academic deadlines;
- Understand academic performance expectations, academic probation, academic dismissal, and GPA requirements; and
- Inform the advisor immediately whenever a serious problem (medical, financial, personal) impacts the ability to attend classes or interferes with the ability to focus on academics.

Approval Process

1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures

ABHES MANUAL IV.H.3
Satisfactory Academic Progress Policy

Policy Title: Academic Engagement – Last Date of Attendance		
Department: Student Services	**Owner:** Registrar	**Original Date:** October 2013
Review Date: April 2020, April 2022, May 2023, May 2024	**Revision Date:** July 2016, June 2018, April 2019, March 2021, October 2021	**Effective Date:** October 2013, July 2016, August 2018, August 2019, August 2021, August 2022
Audience: Faculty and Students (excluding Joint BSN Program)		

Policy Statement
Sentara College of Health Sciences identifies the last date of attendance for students in order to determine registration status, course grades, and eligibility for tuition refund and/or return of Title IV funds. *This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding last date of attendance.*

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

Definitions
Last Date of Attendance – the last date the student demonstrated academic engagement within the class.

Academic Engagement – as defined in the Code of Federal Regulations, academic attendance, or engagement, is the active participation of a student in an instructional activity related to the student's course of study that:

1. Is defined by the institution in accordance with any applicable requirements of its State or accrediting agency;
2. Includes, but is not limited to the following:
    - Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
    - Submitting an academic assignment;
    - Taking an assessment or an exam;
    - Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
    - Participating in a study group, group project, or an online discussion that is assigned by the institution; or
    - Interacting with an instructor about academic matters.
3. Does not include, for example:
    - Logging into a class in the learning management system or tutorial without any further participation; or
    - Participating in academic counseling or advisement.

Procedures

Required action steps	***Performed by***	***Supplemental guidance***
• Faculty and/or faculty advisors should contact the student after seven (7) consecutive days of a student's failure to academically engage, after the add/drop period, in order to determine status. o He/She should: 1) notify the Office of the Registrar if there is no response from the	Faculty, faculty advisors, and Office of the Registrar	

student within 24 hours of the attempt to contact the student, 2) notify the student's faculty advisor, and 3) enter notes into the student's record in the student information system. • The registrar will contact the student for follow-up and initiate the appropriate protocol(s).		

NOTE: A student enrolled in multiple sessions within a semester who withdraws from the first session/module, is required to submit a letter of intent to continue with the remaining sessions/modules offered during that semester.

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Change in Registration Status Policy
US DOE Letter - March 2011 (https://ifap.ed.gov/dear-colleague-letters/03-18-2011-gen-11-06-subject-guidance-institutions-and-accrediting-agencies)

Policy Title: Academic Freedom and Responsibility		
Department: Academic Affairs	**Owner:** Faculty Senate	**Original Date:** July 2009
Review Date: April 2019, January 2020, January 2021, May 2024	**Revision Date:** April 2010, May 2013, March 2016, October 2017, March 2022, May 2023, February 2025	**Effective Date:** July 2009; April 2010, May 2013, March 2016, October 2017, August 2018, August 2021, August 2022, August 2023, August 2025
Audience: Faculty and Students		

Policy Statement
(This policy applies to full-time, part-time, and adjunct [flex or float] faculty).

Academic Freedom is fundamental for protecting both the rights of the faculty in teaching and of the student in learning. Faculty are entitled to freedom in the classroom and clinical sites but should be careful not to introduce controversial matters unrelated to the subject. Students are guaranteed the freedom to study and discuss in an open and accepting academic setting while conforming to the standards of conduct operating within the college.

Academic Freedom is also essential to protect the rights of the faculty to discuss freely and debate all ideas, however controversial or unpopular, with the college or before the broader community. These discussions and debates should also reflect respect of other's opinions. Faculty must present accurate information when speaking or writing as citizens and indicate that they are not speaking for the school when they are speaking or writing as a citizen. Although faculty members are guaranteed freedom from censorship, they must realize that the public may judge them as representing their profession or Sentara College of Health Sciences.

Faculty will be evaluated on their performance without referencing religious, social or political views. Faculty must adhere to the Sentara Health policies and college policies.

Only serious abuses of this policy – ones that rise to the level of professional misbehavior or professional incompetence – should lead to adverse consequences. Any such determinations shall be made in accordance with established, formal procedures involving judgment by relevant peers.

Purpose
The purpose of academic freedom and responsibility is to ensure that both faculty members and students can engage in intellectual debate without fear of censorship or retaliation.

Definitions
Academic freedom - the freedom to discover, inquire, publish, teach, speak, assemble, and communicate without constraints from school authority. A scholar's freedom to express ideas without risk of official interference or professional disadvantage. It is fundamental to pursuing knowledge, fostering innovation, critical thinking, and open dialogue in academic settings.

Procedures
Sentara College of Health Sciences provides education for the community in the Commonwealth of Virginia. This mission can best be accomplished in an atmosphere of free inquiry and discussion, referred to as academic freedom. Although faculty are obligated to teach from the curriculum and syllabus approved by the school faculty and curriculum committees, Curriculum Review and Academic Assessment Committee, Faculty Senate, and Executive Council, they are

free to teach in a manner that is effective for student learning.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
"Defining Academic Freedom" by Cary Nelson, Inside Higher Education, December 2010 https://www.insidehighered.com/views/2010/12/21/defining-academic-freedom
"Instructors Guide to Academic Freedom in the Classroom" University of Colorado (03/2022) Retrieved from: https://www.libarts.colostate.edu/classroom-climate/academic-freedom-in-the-classroom/
1940 Statement of Principles on Academic Freedom and Tenure | AAUP Retrieved from: https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure

Policy Title: Academic Load and Credit Hour Definition		
Department: Academic Affairs	**Owner:** Academic Affairs Leadership Team	**Original Date:** April 2012
Review Date: June 2018, March 2020, May 2022, May 2024	**Revision Date:** October 2012, September 2013, March 2016, May 2017, April 2019, February 2021, January 2023, March 2026	**Effective Date:** April 2012, October 2012, September 2013, March 2016, May 2017, August 2019, August 2021, August 2022, August 2023, August 2026
Audience: Faculty, Staff, and Students		

Policy Statement
This policy is pertinent for all degree-granting programs at Sentara College, as well as the Certificate in Cardiac Electrophysiology and Medical Assistant programs, as they all use the credit hour as a basic unit of measure for college credit.

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

Definitions
Credit hour – the unit of measurement used to indicate the amount of instructional and learning time required to achieve the student learning outcomes of a college-level course. A credit hour is equivalent to no less than 50 minutes of classroom or direct faculty instruction and a minimum of two (2) hours of outside preparation by the student each week for approximately fifteen (15) weeks per semester.

Outside preparation - Out of class student work, sometimes referred to as student preparation, homework, projects, etc. completed outside of scheduled class time. An institution may seek formal recognition of its outside hours

- Didactic - For a one (1) credit hour course, the student should invest the equivalent of one (1) hour per week of instruction and two (2) hours of outside preparation each week for approximately fifteen (15) weeks in order to be successful in that course.
    - EXAMPLE: A student taking a five (5) credit hour course would invest the equivalent of five (5) hours per week in formal instruction and ten (10) hours of outside preparation work each week for approximately fifteen (15) weeks in order to be successful in that course.
    - In an 8-week course, the student should expect to double the amount of homework per week.
- Laboratory/clinical (Nursing): For one (1) hour of laboratory work and other academic work leading to the award of credit hours, a minimum of one (1) hour of outside preparation.
    - EXAMPLE: A student taking a 3-credit lab/clinical course (135 hours) would invest the equivalent of nine (9) hours per week in outside preparation for the lab or clinical.
- Laboratory for Cardiovascular Technology, Surgical Technology, and Medical Assistant (CVT/ST/MA): seven and a half (7.5) outside hours are required for each credit hour of the laboratory per semester.
    - EXAMPLE A student taking a 4-credit laboratory course would invest the equivalent of two (2) hours per week in outside preparation for laboratory.

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

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

Procedures
Faculty brings syllabus to the school curriculum committee who helps determine the number of credits based on the course student learning outcomes. The final approval is with approval from the Curriculum Review and Academic Assessment Committee. The number of credit hours assigned to a course reflects the outcomes expected, the amount of time spent in class, and the amount of outside preparation expected for the class. When determining the credit hours, faculty use a conversion factor of 50 minutes per credit hour.

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

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
ABHES Criteria (2026) - IV.G.1 a., IV.G.1 b.IV.G.2

Policy Title: Acceptable Use of Information Resources		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** May 2016
Review Date: April 2018, April 2019, April 2020, April 2021, May 2022, May 2023, May 2024, April 2026	**Revision Date:** May 2017	**Effective Date:** May 2016, May 2017, August 2021, August 2022
Audience: Faculty, Staff, and Students		

Policy Statement
This policy establishes the accountability of all Users of Information Resources. It addresses the confidentiality, integrity and availability of such resources in support of the college's mission, codifies appropriate usage and establishes the need for users to respect the rights of others to be in compliance with other college policies, policies of external networks and resources, and all applicable federal, state and local laws and regulations.

Purpose
The college's Information Resources are provided to support the teaching, learning, clinical and research mission of the college and their supporting administrative functions. Inappropriate usage of these Information Resources threatens the atmosphere for the sharing of information, the free exchange of ideas and the security of an environment for creating and maintaining Information Resources.

This policy applies to the access and use of the college's Information Resources, whether originating from college or non-college Information Resources, including personal computers, as well as the access and use of Information Resources provided by research sponsors to, or leased or hired by, college users, as well as provide guidance for the appropriate access and use of college Information Resources, proper conduct when using those Information Resources and privacy expectations.

Definitions
Information Resources - (1) The data and information assets of an organization, department or unit. (2) Another name for the Information Systems (IS) or Information Technology (IT) department.

College Official -
- a person employed by the college in an administrative, supervisory, academic or research, or support staff position;
- a person serving on an institutional governing body;
- a person employed by or under contract to the institution to perform a special task, such as an attorney or an auditor;
- a person or organization acting as an official agent of the institution and performing a business function or service on behalf of the institution (the function or service must be one that the institution normally would perform itself);
- a student serving on a committee; or
- a student assisting another school official in fulfilling their professional responsibilities (e.g. internship)

Procedures

1. **Privacy Expectations**
   The college respects the privacy of individuals and keeps user files, emails, and personal information on central college systems as private as possible. However, to protect the integrity of its Information Resources and the right

of all users, the college reserves the right to monitor Information Resources, communications on the college network and use of systems and data. For reasons relating to compliance, security or legal proceedings (e.g., subpoenas) or in an emergency or in exceptional circumstances, the college official may authorize access in regards to the reading, copying, blocking or deleting of data to an authorized Information Technology staff member. In particular, in the context of a litigation or an investigation, it may be necessary to access data with potentially relevant information. Any such action taken must be immediately reported to the Executive Council. Access to Information Resources audited in an emergent fashion as described above to other relevant individuals whose access privileges would not normally allow access, shall be limited to the reporting of the individual in said relevant case.

2. **Prohibited Actions**

   No User of Information Resources may take any of the following actions:

   1. Use Information Resources in violation of Sentara College of Health Sciences' Policies;
   2. Violate any institutional policies or procedures or use Information Resources for unethical, illegal or criminal purposes;
   3. Violate the privacy of faculty and staff, students, patients, research subjects, alumni(ae), or donors;
   4. Violate the rights of any person protected by copyright, trade secret, patent or other intellectual property or similar laws and regulations (i.e., installing or distributing pirated or other inappropriately licensed software);
   5. Copy, distribute or transmit copyrighted materials unless authorized;
   6. Obstruct college work by consuming excessive amounts of network bandwidth and other system resources or by deliberately degrading performance of a computer;
   7. Create any program, web form, or other mechanism that asks for a Sentara College of Health Sciences' user identity and password other than user authentication mechanisms authorized by the Office of Information Technology;
   8. Intimidate, harass, threaten or otherwise do harm to other users or internal or external Information Resources;
   9. Transmit materials in violation of college policies;
   10. Make offers of products, items or services that are fraudulent;
   11. Intentionally cause a security incident (e.g., log into an account or access data that the user is not authorized to access, etc.);
   12. Intercept or monitor data not intended for the user unless specifically authorized by the Office of Information Technology;
   13. Attempt to avoid the user authentication or security of systems or endpoints;
   14. Allow any unauthorized person to use institutional computers for personal use;
   15. Violate the policies of external networks and resources while using such external resources;
   16. Create or intentionally release computer viruses or worms or otherwise compromise a computer;
   17. Engage in frivolous, disruptive, or inconsiderate conduct in computer labs or terminal areas; or
   18. Use a college network to gain unauthorized access to a system or data or escalate privileges on a system.

3. **Required Actions**

   Each user of Information Resources must take the following actions:

   1. Ensure that their account or password is properly used and is not transferred to or used by another individual;
   2. Log off from a system or endpoint after completing access at any location where such system or endpoint may potentially have multiple users;
   3. Ensure that sensitive data is protected with a password and encrypted while in transit or storage;
   4. Report the loss or theft of any endpoint or system containing sensitive data;
   5. Use college email systems only in compliance with the Sentara College of Health Sciences' Email Usage Policy.

Approval Process

1. Policy Owner, 2. College Leadership Team

Related Document/Policies/Procedures

Data Classification Policy

Email Usage Policy
Information Security Policy

Policy Title: Artificial Intelligence (AI) Use		
Department: Academic Affairs	**Owner:** Academic Affairs Leadership Team	**Original Date:** April 2025
Review Date:	**Revision Date:**	**Effective Date:** August 2025
Audience: Faculty, Staff, and Students		

Position Statement
At Sentara College of Health Sciences, we recognize the transformative potential of Artificial Intelligence (AI) in advancing research, education, and operational efficiencies. We are committed to responsible and ethical use of AI technologies by faculty, staff, and students to ensure that AI applications uphold our values of integrity, equity, transparency, and accountability.

Purpose
The purpose of this AI position statement is to provide guidelines and principles for the development, deployment, and utilization of AI technologies across Sentara College of Health Sciences (Sentara College). The position statement strives to foster innovation while safeguarding against potential risks associated with AI, promoting ethical standards, protecting privacy and data integrity, and ensuring that AI applications contribute positively to our academic mission and operational goals.

Definitions Related to AI
Large Language Model (LLM) - In the context of artificial intelligence, a natural language processor designed to understand and generate human-like text based on extensive training on large datasets (e.g., ChatGPT, Google Gemini, Microsoft Copilot)

AI technologies - Artificial Intelligence technologies encompass a broad range of computer systems and algorithms that exhibit characteristics commonly associated with human intelligence, such as learning, reasoning, problem-solving, perception, language understanding, and decision-making. These technologies enable machines to perform tasks that typically require human intelligence, ranging from simple automation to complex problem-solving and decision-making processes.

Generative AI - A category of artificial intelligence techniques and models that are designed to generate new content, such as images, text, audio, and even video, that mimics or is similar to human-created content. Generative AI differs from traditional AI systems in that it focuses on creating novel outputs rather than classifying, predicting, or making decisions based on existing data.

Guidelines
For Faculty and Staff:

1. Introduction: This position statement outlines the principles, guidelines, and ethical, responsible use by faculty and staff within Sentara College of Health Sciences regarding Artificial Intelligence (AI) technologies in their operational, academic, and research endeavors.
2. Ethical Use of AI
    - AI systems developed or utilized by faculty and staff should prioritize fairness, transparency, accountability, and inclusivity, mitigating biases and discrimination to the greatest extent possible.
    - Faculty and staff are expected to adhere to the highest ethical standards in the deployment and utilization of AI technologies, ensuring respect for human dignity, diversity, and societal well-being.

3. Data Privacy and Security
    - Faculty and staff should ensure compliance with all relevant data privacy regulations, safeguarding the confidentiality and integrity of data collected or processed through AI applications.
    - Data used in AI research and teaching activities should be collected, stored, and utilized following institutional procedures and applicable laws.
4. Intellectual Property Rights
    - Subject to institutional intellectual property policies, faculty, and staff own the intellectual property generated from their AI research and development.
    - Collaborative AI projects involving multiple faculty, staff, or external partners should establish clear agreements regarding intellectual property ownership and usage rights.
5. Responsible AI Development
    - Faculty engaging in AI research should conduct thorough risk assessments, consider potential ethical, social, and environmental impacts, and take appropriate measures to minimize harm.
    - Transparency in AI development, including clear documentation of methodologies, assumptions, and limitations, is essential for fostering trust and reproducibility in research outcomes.
        - Faculty should set clear expectations for AI use for assignments and activities for students (authorized and unauthorized use)
6. Professional Development and Support
    - The institution should provide faculty with opportunities for professional development in AI technologies, including workshops, seminars, and access to relevant resources and expertise.
    - Support services for AI-related projects, such as technical assistance, data management, and ethical review, should be made available to faculty to facilitate their research endeavors per college policies.
7. Compliance and Oversight
    - Faculty are responsible for familiarizing themselves with these AI guidelines and any associated institutional guidelines or regulations related to AI usage.
    - AI applications and tools should involve vetted applications (e.g. Padlet, Curipod, etc.) that have been approved through the New Technology Tool Approval process.
    - Use should adhere to Honor Code and Professional Code of Conduct Policies
        - If faculty permit generative AI in their course, instruction MUST be provided on how to use and properly cite such tools in student work. Citation information should include any platforms students are using and how they are using them. Failure to properly and completely cite AI-generated responses may be reported as a violation of the Sentara College Professional Code of Conduct Policy.
8. Integration into Teaching and Research (Faculty Only)
    - Faculty are encouraged to integrate AI concepts, tools, and methodologies into their teaching curricula, fostering students' understanding of AI's societal implications, opportunities, and challenges.
    - Research involving AI should prioritize innovative and ethical applications, contributing to knowledge advancement, interdisciplinary collaboration, and societal impact.
    - Faculty should grant students permission to use AI, and its use should be intentional and meaningful to enhance learning, not replace it.
    - Considerations for use in student assignments (ex: decline in writing abilities)
        - Faculty should become familiar with the tools and how your professional communities are understanding them (e.g., put the assignment into the system or software as an anonymous inquiry to see how the technology responds). Impacts of these technologies on the disciplines vary as to how fast and seriously they will impact specific professions, academic disciplines, and pedagogical approaches.

For Students:

1. Permitted Uses of AI
    - Permitted Use: AI is used in coursework by students at the discretion of the faculty.
    - Research and Exploration: Students are encouraged to use AI tools for research purposes, such as exploring topics, finding relevant sources, and generating ideas.
    - Organization and Study Aids: AI tools can be valuable for organizing learning materials, creating study schedules, and practicing skills (e.g., grammar checkers, flashcards).

    - Accessibility Support: In some instances, students may be permitted to use AI tools that can assist with learning, such as text-to-speech software or language translation tools.
2. Transparency and Disclosure
    - Students are expected to be transparent about their use of AI tools in their studies. An AI tool could be used to generate content for an assignment **ONLY** with specific permission from the faculty; however, faculty may ask students to provide evidence, and/or citations, of their work beyond AI-generated content.
3. Developing Critical Thinking Skills
    - AI is a tool, and critical thinking remains essential for academic success. Students are responsible for:
        - Evaluating the accuracy and credibility of information generated by AI.
        - Understanding the limitations and potential biases of AI tools.
        - Developing strong research and writing skills to complement AI use.
4. Prohibited Uses of AI
    - Plagiarism and Cheating: Using AI to generate content that is presented as original work constitutes plagiarism. This includes essays, code, research papers, and any other academic work. AI tools also cannot be used to complete quizzes, exams, or other assessments. AI should not be used to gain an unfair advantage over other students.
5. Consequences of Violations
    - Use should adhere to Honor Code and Professional Code of Conduct Policies
    - Citation information will include what AI platforms students are using and how they are using them.
    - Failure to properly cite AI-generated responses may be reported as a violation of the Sentara College Honor Code and/or Professional Code of Conduct.

Approval Process
1. Policy owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Professional Code of Conduct
Honor Code
New Technology Approval Process
Acceptable Use of Information Resources
Data Classification Policy
Information Security

Policy Title: ATI Curriculum Integration Plan - Department of Nursing		
Department: Academic Affairs	**Owner:** Nursing Curriculum Committee	**Original Date:** August 2010
Review Date: February 2022	**Revision Date:** 2012, 2014, July 2015, April 2016, August 2017, June 2018, April 2019, March 2020, September 2020, January 2021, January 2023, March 2025, January 2026	**Effective Date:** August 2010, 2012, 2014, July 2015, April 2016, August 2017, August 2018, August 2019, August 2020, October 2020, February 2021, August 2021, August 2022, August 2023, November 2023, August 2025, May 2026
Audience: Nursing Faculty and Students		

Policy Statement
The faculty and students will use the ATI Comprehensive Assessment and Review Program that is integrated into the pre-licensure nursing program.

Purpose
ATI's Comprehensive Assessment and Review Program is a focused remediation resource that is threaded throughout the nursing program. This comprehensive learning solution offers remediation on each test and ties directly back to the NCLEX. To address diverse learning styles, this program offers multiple remediation tools, including traditional and reading materials, videos, practice assessments, and Internet resources. The Comprehensive Assessment and Review Program is also an academic measuring tool that identifies potential problems for early student intervention. It also saves time for the student by offering individual remediation only where needed. Program benefits include focused remediation and customized testing.

Definitions
None

Process
ATI assignments will be scheduled throughout the prelicensure nursing programs. The mandatory assignments will be identified under the Assessment criteria section of the course syllabus. All ATI assessments must be completed by the due date.

- It is an expectation that the student will complete all ATI mandatory assignments. Students who do not complete the mandatory ATI assignments will receive a deduction of 2.5 points per assignment which will be deducted from the overall course grade of 100.
- Faculty will have the freedom to schedule Review Modules and Learning System RN within their courses as they fit within the curriculum. The use of these valuable resources is strongly suggested.
- ATI practice and proctored assessments will be utilized throughout the prelicensure nursing programs as a critical component of student evaluation, ensuring alignment with evidence-based best practices for competency assessment and NCLEX preparation. ATI assessments will constitute 10% of the overall course grade. The integration of ATI assessments will:
    - Support student learning and content mastery.
    - Provide predictive analytics for NCLEX-RN success.
    - Identify areas requiring remediation and intervention.
    - Maintain academic integrity and assessment security.
- Proctored Assessments:
    - The student must take the EXACT proctored assessment that is assigned by the faculty.
    - Points will be awarded based on the level achieved by the student. (See the ATI integration best practice)

- Students will complete the required focus review based on the level achieved by the student.
- Students will be required to take another proctored assessment if they achieve below level 1.
- Focus review for proctored assessments will be as follows:
  - Proficiency Level 3: No remediation is required.
  - Proficiency Level 2: Complete 10 ATI dynamic quiz questions. No retake is required.
  - Proficiency Level 1: Complete two (2) hours of focused review, 10 ATI dynamic quiz questions, and three (3) active learning templates on the lowest-scoring categories. No retake is required.
  - Proficiency Level below 1: Complete three (3) hours of focused review, 15 dynamic quiz questions, and three (3) active learning templates in the lowest-scoring categories. Retake another version of the assessment.
  - If retaking a proctored assessment is required, the student is able to earn one (1) extra point for scoring level 1 or above.

- Proof of focus review:
  - Active learning templates have to be handwritten and uploaded into the LMS.
  - To show proof of adaptive quizzing completion, upload the certificate provided by ATI into the LMS.
  - Focus review for the practice and proctored assessments need to be completed and uploaded in the LMS 72 hours after completion of the assessment.
- ATI Practice and Proctored Grading Rubric

<table>
<tr><th colspan="4">Practice Assessments</th></tr>
<tr><td colspan="2">Practice A
Remediation:
• If score is 90% or higher: Complete 20 ATI dynamic quiz questions.
• If score is <90%: complete one (1) hour of focused review and three (3) active learning templates on the lowest-scoring categories.</td><td colspan="2">Practice B
Remediation:
• If score is 90% or higher: Complete 20 ATI dynamic quiz questions.
• If score is <90%: Complete 25 ATI dynamic quiz questions and two (2) active learning templates on the lowest-scoring categories.</td></tr>
<tr><th colspan="4">Standardized Proctor Assessment</th></tr>
<tr><td>Level 3: 6 points

No remediation is required.</td><td>Level 2: 4 points

Remediation: 2 points

Complete 10 ATI dynamic quiz questions.</td><td>Level 1: 3 points

Remediation: 2 points

One (1) hour of focused review.

Complete 10 ATI dynamic quiz questions and three (3) active learning templates on the lowest-scoring categories. No retake is required.</td><td>Level below 1: 2 points

Remediation: 2 points

Three (3) hours of focused review.

Complete five (5) active learning templates on the lowest scoring categories, 15 ATI dynamic quiz questions, and retake the assessment.</td></tr>
<tr><td>10/10</td><td>10/10</td><td>9/10</td><td>8/10</td></tr>
</table>

- The rubric does not apply to Capstone A or B, or the Comprehensive Predictor. The rubric applies to courses with Practice A and B, and Proctored Assessments. The rubric may vary based on the type of assessments in each course.
- Proctored Assessments will be given according to the Curriculum Alignment Plan for the pre-licensure nursing programs:
  - Critical Thinking Entrance - NUR 221, NUR 521
  - Fundamentals - NUR 351, NUR 551
  - Adult-Medical Surgical - NUR 361, NUR 661
  - Obstetrics - NUR 353, NUR 553
  - Pediatrics - NUR 361, NUR 621
  - Pharmacology - NUR 416, NUR 621

    - Community - NUR 422, NUR 522
    - Mental Health - NUR 421, NUR 621
    - Leadership - NUR 415, NUR 661
    - Critical Thinking Exit - NUR 417, NUR 611
    - ATI Capstone Form A and B - NUR 417
    - Comprehensive NCLEX Predictor - NUR 417, NUR 611
- Responsibilities of the designated faculty
    - When a student receives a below level 1 on the proctored assessment, the faculty needs to notify the chair to establish the retake
    - Faculty will validate that the appropriate remediation time has occurred prior to the student taking another version.
    - The designated faculty is responsible for scheduling the exams and rooms and identification of additional proctors as needed.
    - If the exam is to be proctored remotely, the designated faculty/program coordinator is responsible for enabling Proctorio.
    - The designated faculty will adjust testing options as needed for student accommodations.

Approval Process
1. Policy Owner, 2. Faculty Senate, 3. College Leadership Team

Related Documents/Policies/Procedures
ATI Curriculum Alignment Plan (ATI Matrix)

Policy Title: Attendance – Students		
Department: Academic Affairs	**Owner:** Dean of Academic Affairs	**Original Date:** May 2019
Review Date: March 2020, February 2022, May 2023	**Revision Date:** February 2021, February 2024, January 2025, April 2026	**Effective Date:** August 2019, August 2021, August 2022, August 2024, August 2025, August 2026
Audience: Faculty and Students		

Policy Statement
While we empathize with personal challenges, patterned absenteeism and tardiness can be disruptive to the learning environment. This policy identifies the student responsibilities with respect to attending class and all clinical-related experiences and the possible consequences for exceeding the absences as stated in the policy. Attendance expectations are further addressed in the Academic Engagement Policy. All occurrences of absence and tardiness are tracked and documented for skills lab, simulation, and clinical. Excessive tardiness and/or absenteeism, as defined below, may result in failure of the course when course requirements are not met. This policy is not exhaustive, but it serves as a guideline to balance individual needs with our collective commitment to providing a quality learning experience.

Purpose
The purpose of the policy is to provide faculty and students with the guidelines for addressing student absences and tardiness.

Definitions
Absence - An absence is defined as the time that a student misses (arrival or departure) a scheduled skills lab, clinical, or simulation activity.

Tardiness - Tardiness is defined as arriving after the scheduled time for the start of a skills lab, clinical, or a simulation activity.

Occurrence - Three (3) incidents of tardiness and/or leaving before the scheduled end time of skills labs, clinical, or simulation activities.

Procedures
Students must contact the designated faculty member in the event of absence and/or tardiness from skills lab, clinical, or simulation activities. There may be additional requirements for this in the syllabus (i.e., contacting the unit or department to which the student is assigned).

The student is responsible for missed content and must make up all graded assessments on the first day of return unless other arrangements have been made with the faculty.

Students who miss a proctored assessment without prior approval from the instructor prior to the proctored assessment open date/time will receive a zero (extenuating circumstances will be reviewed on a case-by-case basis).

Clinical Absence
Students are expected to attend ALL clinical experiences. This includes all clinical assignments, patient care experiences, orientations, skills labs, field trips, simulation, standardized testing, observational experiences, and other related learning experiences deemed “clinical” by the faculty. Students are held accountable for meeting with the faculty of the course to discuss options for remediation in order to ensure that they meet course requirements.

Students shall complete 90% of the total course hours. Serious, unanticipated events that interfere with meeting any course requirement must be documented by the student and submitted to the program coordinator/faculty, who will evaluate course-related consequences on a case-by-case basis. All absences (including tardiness or leaving early) from a scheduled clinical experience will be calculated toward the allowable maximum time missed.

Any student exceeding the maximum time missed, and does not request a leave of absence may be dismissed. Please refer to the Leave of Absence Policy, Academic Engagement Policy, and Health and Student Responsibility Policy. Extenuating circumstances may be reviewed on a case-by-case basis.

Students shall assume that there is no make-up time. When there are extenuating circumstances, an alternate assignment may be given to a student to help him/her meet course outcomes. The faculty member will determine the appropriate alternate assignment, and due dates, based on the student's needs and obtain approval from the Program Coordinator in collaboration with the Chair. Clinical absence from a nursing mental health and/or pediatric rotation(s) cannot be made up with an alternate assignment or simulation experience. In this case, the student will need to consult with the Course Coordinator.

Any student who is not prepared for the skills lab, simulation, or clinical experience may be sent away from the clinical unit/area by the faculty/preceptor and the hours missed will be documented as absence.

In the event of an absence or tardiness, the student must notify the designated faculty member(s) as soon as possible, but not later than 30 minutes prior to the start of the skills lab, simulation, or clinical experience. Students in a precepted clinical should also notify the preceptor or clinical unit staff. Failure to notify the clinical site and/or designated faculty may lead to disciplinary action through the Student Code of Conduct.

Refer to the Student Code of Conduct Policy for Steps in the Disciplinary Process for Attendance

1. When the student is at 5% absence of total hours, the student will receive documented counseling.
2. Three (3) incidents of tardiness and/or leaving before the scheduled time for the end of class, clinical, or simulation activities will result in a violation of the students' Professional Code of Conduct Policy. Time will be recorded and will count towards 10% for the course.
3. Any additional absences or occurrences will result in progression through the disciplinary process, up to and including dismissal from the program.
4. Disciplinary Action: If a student is currently under an active disciplinary action, any additional violation(s) will result in progression through the disciplinary process.

Approval Process

1. Policy Owner, 2. Faculty Senate, 3. College Leadership Team

Related Documents/Policies/Procedures

Leave of Absence Policy
Academic Engagement Policy
Health and Student Responsibility Policy
Student Code of Conduct Policy
Course Syllabi
Attendance Records
Clinical Evaluation Tools

Policy Title: Auditing		
Department: Student Services	**Owner:** Registrar	**Original Date:** July 2012
Review Date: June 2018, April 2020, March 2021, May 2023, May 2024, June 2025	**Revision Date:** October 2012, July 2014, May 2015, March 2016, October 2017, April 2019, April 2022, May 2025	**Effective date:** July 2012, October 2012, July 2014, May 2015, March 2016, August 2018, August 2019, August 2021, August 2022, May 2025
Audience: Students		

Policy Statement
This policy provides the student information on auditing courses.

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Purpose
The purpose of this policy is to provide guidance for students who are auditing a course.

Definitions
Auditing - taking a course without receiving academic credit.

Procedures
Students may be required to audit a course as part of a developmental plan, requirements for readmission, or after an extended absence. Students may also choose to audit a course with approval from a program official.

Audited courses:

- Are not eligible for financial aid.
- The cost of auditing a course is 50% of the total tuition of the course(s) plus 100% of applicable supplemental fees.
- Do not count towards enrollment status.
- Do not count toward the maximum time frame allotted to complete the program in which the student is enrolled.
- Do not count toward the determination of continuous enrollment for catalog purposes.
- Completion will be noted as an "X" on the transcript

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Grading Policy
Readmission Policy
Leave of Absence Policy
Tuition, Fees, and Refund Policy

Policy Title: Campus Safety and Security		
Department: Administration and Finance	**Owner:** Associate Dean of Administration and Finance	**Original Date:** May 2009
Review Date: April 2021, July 2024	**Revision Date:** August 2010, September 2011, August 2012, July 2014, May 2015, April 2016, May 2017, June 2018, November 2018, April 2019, April 2020, May 2022, May 2023, April 2026	**Effective Date:** May 2009, August 2010, September 2011, August 2012, July 2014, May 2015, April 2016, May 2017, August 2018, August 2019, August 2020, August 2021, August 2022, August 2023, August 2026
Audience: Sentara College Faculty, Students, and Visitors		

Policy Statement
This policy is the framework for the provision of security at the college and is relevant for all employees, students, and visitors.

Purpose
The purpose of this policy is to provide for the safety and security of everyone in the building at all times.

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

Procedures
Sentara College of Health Sciences' building in Chesapeake, VA does not have campus police/security on site. In the event of an emergency, dial 911, state your emergency then follow the directions of the 911 operator. For non-medical, non-urgent issues, contact the Chesapeake police at 757-382-6161. Non-emergencies can also be reported online: https://www.cityofchesapeake.net/835/Citizens-Online-Reporting.

At the Chesapeake location, employees and students should report any suspicious activity to a faculty member as soon as the incident occurs. If students wish to report suspicious activities confidentially, they are to make that fact known to the individual who is taking the report.

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

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

- A fire drill and active shooter inservice is conducted during the academic year. The drill includes a building evacuation procedure.
- Mandatory completion of job-specific training.
- Emails and informational notices, and videos on select topics that highlight personal and campus safety.

Clinical Facility Requirements
Facility mandated training for both Sentara and non-Sentara facilities is integrated into faculty, staff, and student orientation and initial coursework. All students are required to obtain and maintain certification in American Heart Association Basic Life Support (BLS).

Faculty, staff, and students are expected to comply with all safety, security, and infection control procedures while attending class, in-services, meetings, skills labs, and clinical rotations at the clinical sites. In the event of an exposure, students must follow the process outlined in the Health and Student Responsibility Policy. This information can also be accessed through Sentara Health's intranet, WaveNet.

Reporting Crimes
Anyone observing a crime in progress, who is the victim of a crime/assault/sexual assault, or has fear for their life or the lives of others should try to get to a place of safety first, then call the police at 911. Also, if needed, obtain any necessary medical treatment. If notification is first made to the college or the student requests assistance in contacting the police, the college official will contact the police department. Tell the operator that the college is located in Chesapeake at 1441 Crossways Blvd, Suite 105. Inform the college administrator on-call to ensure proper follow-up.

Counseling services are available to any student in the college who has been a victim of crime. These services are accessed Batten University's Counseling Services. Employees may access services via the Employee Assistance Program (EAP).

A list of registered sex offenders in the state of Virginia is available through the State Police Department https://www.vspsor.com.

The college is required to report safety statistics to the U.S. Department of Education Office of Postsecondary Education. The data can be accessed https://ope.ed.gov/campussafety/#. This data is obtained from the Chesapeake Police Department on an annual basis.

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

Harassment
Batten University has a policy for harassment, including sexual harassment. All employees and students have a right to work and learn in an environment that is free from all unlawful discrimination and conduct, which can be intimidating, hostile, or offensive. Employees should report incidences of harassment according to the Batten University Human Resources office. Students should report incidents to the appropriate staff member in Batten's Counseling Services.

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

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

Building Security
During regular business hours, entrance and exit through the front door only. Students are required to wear their student identification and employees are required to wear their employee identification badges AT ALL TIMES while in the building and at all Sentara sites. Students will be subject to disciplinary action if they do not comply with this requirement. All visitors entering the building must check in and obtain a visitor's badge.

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

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

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

Building Hours
Students and employees are allowed in the Chesapeake building for class and labs only. The following individuals have access to the building at any time: university operations administration, clinical education managers and trainers, chairs, directors, and employees who have made previous arrangements for a special function or session.

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

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

Fire Safety Plan
In case of fire, activate the fire alarm via the nearest pull station. Follow the evacuation plan listed below.

1. Exit the building via the nearest exit. **Emergency exit routes are posted by the door in each classroom and meeting room.**
    - When leaving an office, meeting room or classroom, **leave lights on** and **leave the door(s) open and unlocked**. Doors should remain open to allow Team Leaders to ensure the room is clear of personnel and to determine of fire.
    - Students and instructors will stay with their class, and meeting attendees will stay with the meeting leader when evacuating the building. **Whenever possible, a roster of participants (classroom or meeting) should be taken out of the building upon evacuation**.
2. Evacuate to the outside grounds as indicated below:
    - **When exiting via the front of the building**, gather beyond the second and third rows of the parking lot.
    - **When exiting via the rear of the building**, gather beyond the parking lot to the grassy area.
3. A Team Leader will meet your group and verify that everyone has been accounted for.
4. The Fire Department will issue an "ALL CLEAR" when it is safe to return to the building.

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

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

Specific Safety and Security Issues
Accidents
Employees & Students: Injuries for employees should be reported to Sentara using the "Employee Injury Report Form" on Sentara SharePoint under "Incident Reporting" from the dropdown menu at the top of the Home Page. A SPOT Incident

Report is for reporting Patient, Property, and Visitor incidents (including Workplace violence). The SPOT Incident Report is on Sentara SharePoint under "Incident Reporting" from the dropdown menu at the top of the Home Page. This requirement is valid regardless of the extent of the injury and whether or not treatment was received. The College's responsibility in these cases is to determine if there is an actual or potential immediate hazard associated with the incident and to ensure corrective action is taken as dictated by the situation.

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

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

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

Theft or Loss
If the loss involves an employee or college property, the person who first becomes aware of the loss must contact Batten University Campus Security immediately. In all cases of theft or loss, college administration must be notified to ensure appropriate action is carried out.

Visitor Control
Students and employees are to immediately notify the university administration of any concerns with visitor behavior. If necessary, a university official will contact the police department if assistance is required.

Campus Security Report
The U.S. Department of Education requires that institutions of postsecondary education that participate in the federal student financial assistance programs provide, as required by Section 485 (a) and (f) of the Higher Education Act, the Secretary with campus crime statistics. This report covers crimes reported in or around the Chesapeake location. A copy of the report is available for download via the college's website: https://www.sentara.edu/about-us/campus-safety-security.

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
ABHES criteria V.F
Health and Responsibility Policy
Professional Code of Conduct Policy

Policy Title: Career and Placement Services		
Department: Institutional Effectiveness, Compliance, and Distance Learning	**Owner:** Dean of Institutional Effectiveness, Compliance, and Distance Learning	**Original Date:** September 2013
Review Date: June 2018, May 2019, May 2022, May 2024	**Revision Date:** June 2014, June 2017, October 2017, May 2023	**Effective Date:** September 2013, June, 2014, June 2017, August 2018, October 2019, August 2021, August 2022, August 2023
Audience: Students and Graduates		

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

Purpose
The purpose of this policy is to ensure that our students/graduates are made aware of employment opportunities and regulatory requirements for reporting placement.

Definitions
Placed graduates - are defined as those employed in a position wherein the majority of the graduate's job functions are related to the skills and knowledge acquired through successful completion of the training program.

Procedure
Students/graduates will be informed of hiring events and other activities that promote relationships with local employers. Sentara College of Health Sciences does not guarantee employment.

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

Documentation
Sentara College will maintain documentation when graduates' job title does not match the title of the approved program.

Graduate Attestation
When the placement coordinator is not able to verify graduate employment with the employer, the graduates must sign and date the graduate attestation placement as the replacement of the employment verification. A graduate must be employed for 15 days and the attestation must be signed and dated by the graduate.

Approval Process
1. Policy Owner, 2. Executive Council

References
Current job postings for Sentara: www.sentaracareers.com
ABHES Section V.I.1.d

Policy Title: Change in Registration Status		
Department: Student Services	**Owner:** Registrar	**Original Date:** May 2009
Review Date: April 2022, June 2025	**Revision Date:** July 2010, June 2011, July 2012, August 2012, August 2013, July 2014, May 2015, May 2016, March 2018, April 2019, April 2020, April 2021, May 2023, June 2024, May 2025	**Effective Date:** May 2009, July 2010, June 2011, July 2012, August 2012, August 2013, July 2014, May 2015, May 2016, March 2018, August 1, 2019, August 2020, August 2021, August 2022, August 2023, July 2024, May 2025
Audience: Students (excluding Joint BSN Program)		

Policy Statement
This policy identifies student statuses and procedures related to those statuses. *This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding registration status.*

PLEASE NOTE: Sentara College of Health Sciences is in the process of transitioning into a professional college within Batten University. While the transition is finalized, the policies and statements outlined below will remain in effect.

Purpose
The purpose of this policy is to provide information to students regarding the procedures for changing status and the impact of such changes.

Definitions
Cancellation - the student cancels their enrollment with the college prior to attending or during the add/drop period; the student enrolled and registered for classes but did not show up or communicate they were not coming to classes for the first term.

Dismissal - cancellation of a student's enrollment by the college.

Withdrawal - a student who is being withdrawn from their program prior to completion of requirements either at their request or by the college.

Procedures
Withdrawal & Cancellation
The date of withdrawal is the last recorded date of attendance. Please refer to the Academic Engagement Policy for definition of the last date of attendance.

Students will receive a “W,” “WP,” or “WF” on their transcripts if withdrawals are processed after the add/drop period, as per the grading policy for each their program or course. The calculated final grade in the learning management system (LMS) will be used to determine the student’s academic standing at the time of separation from the college.

W	Student withdraws after the add/drop period but before completing 60% of the course
WP	Student withdraws after completing 60% of the course with a passing average
WF	Student withdraws after completing 60% of the course with a failing average

Students will receive notification via email confirming withdrawal/cancellation.

Student-initiated Withdrawal/Cancellation:
The student requests to leave a program and the college.

- Prior to withdrawing/cancelling, students are encouraged to meet with the Office of the Registrar.
- Students should contact the Office of Financial Aid and/or the Office of the Bursar to understand the impact withdrawing/cancelling will have on financial aid and/or student account balances.
- Students who intend to withdraw or cancel their enrollment must submit notification to the Office of the Registrar via their college email account, if one has been provided. The Office of the Registrar will process the withdrawal and alert all necessary individuals/offices.

College-initiated Withdrawal/Cancellation:
A student's enrollment may be withdrawn/cancelled by the college under the following circumstances:

- When the student fails to return as scheduled from an approved leave of absence.
- When the student ceases to attend their courses (as defined by the Academic Engagement Policy).
- When the student fails to pay the required tuition/fees.
- When the student fails to complete enrollment requirements (see Contingency Requirements for additional details).

Dismissal
A student can be dismissed from their program and/or the college for:

- Failure to meet satisfactory academic progress.
- Code of conduct violations.
- Academic integrity violations.
- Positive criminal history or urinary drug screen results at any point during their enrollment.

The date of dismissal will be determined by one of the following:

- In the case where a student fails the course at the end of the semester, the last day of the semester is the dismissal date.
- In the case where the student fails before the end of the course and does not continue with remaining courses, the last recorded date of attendance is the dismissal date (please refer to the Academic Engagement Policy for definition of the last date of attendance).
- In the case where a student fails one course in a semester but remains enrolled in other courses, the dismissal date is the last date of the semester.

The student will receive notification via email confirming dismissal.

Both Withdrawal and Dismissal

- The enrollment agreement signed by the student prior to beginning the program becomes void on the date of withdrawal/dismissal.
- The following obligations must be completed at the time of withdrawal/dismissal:
    - Federal financial aid recipients must complete exit counseling.
    - Payment arrangements must be made for students with outstanding balances.
    - All library materials must be returned and all library fines must be paid in full.
    - Student ID badges must be returned. A transcript and registration hold will be placed on the student account if the badge is not returned. If the student should decide to return in the future, a written explanation will be required. The explanation will be reviewed for approval by a college official.
- An official or unofficial transcript will be held in accordance with federal and state laws and regulations until all obligations are satisfied.
- Should a withdrawn/dismissed student decide to reapply to a program, if eligible, all admission and enrollment requirements must be met.

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Academic Engagement Policy
Satisfactory Academic Progress Policy
Professional Code of Conduct Policy
Leave of Absence Policy
Tuition, Fees, and Refunds Policy
Tuition and Fee Sheets
Grading Policy

Policy Title: Clinical as a Part of an Education Program		
Department: Academic Affairs	**Owner:** Dean of Academic Affairs	**Original Date:** June 2021
Review Date: May 2022, May 2023, May 2024	**Revision Date:**	**Effective Date:** August 2021, August 2022
Audience: Prospective and Enrolled Students		

Policy Statement
This policy is to give information to prospective students and students regarding clinical work as a part of courses.

Purpose
This policy ensures that the college meets the requirements of the State Council of Higher Education for Virginia (SCHEV) regarding any internship, externship, or production work necessary as a part of the school's education program.

Definitions
None

All clinical experience is:

1. Identified as part of the approved curriculum of the school and is specified in terms of expected learning outcomes in a written training plan.
2. Monitored by an instructor of record during the entire period of the clinical experience.
3. Not to be used to provide labor or as a replacement for a permanent employee.
4. Performed according to a specified schedule of time required for training, including an expected completion date.
5. If the internship, externship, or production work is part of the course requirement, the student may not be considered as a graduate or issued a graduation credential until the internship, externship, or production work has been satisfactorily completed.

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
Virginia Law 8VAC40-31-160(P)

Policy Title: Clinical Evaluation Policy – Department of Allied Health and Department of Continuing Education		
Department: Academic Affairs	**Owner:** Allied Health Curriculum Committee	**Original Date:** 2009
Review Date: June 2018, March 2019, March 2020, March 2022, May 2024	**Revision Date:** 2012, July 2015, July 2016, August 2017, January 2023, April 2026	**Effective Date:** 2009, 2012, July 2015, July 2016, August 2017, August 2019, August 2021, August 2022, August 2023, August 2026
Audience: Allied Health and Continuing Education Faculty and Students		

Policy Statement
Each course and program has expected clinical outcomes. Evaluation methods are specific to the course/program. Methods of clinical evaluation include clinical outcomes and/or CPEs.

Purpose
The purpose of this policy is to define the expectations regarding clinical competency.

Definitions
CPE - Competency Performance Exam

Procedures
Clinical Outcomes

1. Students are responsible for identifying their strengths and learning needs in the clinical setting and working with an instructor/preceptor to meet learning needs. Self-evaluation and clinical feedback are shared between student and instructor/preceptor, verbally and/or in writing, on a regular basis. The purpose of clinical feedback is to validate identified strengths and learning needs and build self-confidence by affirming satisfactory progress toward achieving clinical requirements.
2. In each clinical course, the student will receive evaluations/feedback which identifies the degree to which that student is meeting the course outcomes and summarizes student strengths and learning needs. Students are expected to demonstrate improvement based upon the feedback. Failure to show improvement will be handled according to the Student Code of Conduct Policy. Failure to meet course outcomes will result in failure of the course.

Competency Performance Examinations (CPE)

1. A CPE is comprised of a number of critical elements, which define the level of performance to be competent in that skill. One hundred percent (100%) of the critical elements must be met to pass the CPE. The student must meet the program/course standards and pass the CPE. Failure to meet the standard of the CPEs will result in failure of the course.
2. The standard for the Cardiovascular Technology and Surgical Technology Programs is a total of two (2) attempts.
3. The standard for Patient Care Technician Program and Medical Assistant Program is a total of two (2) attempts with a possible opportunity to test a third time at the discretion of the clinical faculty and program official only if the student's performance has been consistently strong with no violations of student conduct/professionalism. The student will NOT be granted a third CPE opportunity if a pattern of inconsistent performance has been identified throughout the course and the student has not demonstrated improvement in the areas of weakness (based upon clinical feedback throughout the course).
4. Once a student has successfully met the standard for a given CPE in a course, they are expected to sustain that competency throughout succeeding courses in the program.

Approval Process
1. Policy Owner, 2. Faculty Senate, 3. College Leadership Team

Related Documents/Policies/Procedures
Professional Code of Conduct Policy

Policy Title: Clinical Evaluation – Department of Nursing		
Department: Academic Affairs	**Owner:** Nursing Curriculum Committee	**Original Date:** 2009
Review Date: April 2024	**Revision Date:** 2012, July 2015, May 2017, August 2017, May 2018, April 2019, March 2020, December 2020, January 2021, April 2022, January 2023, February 2025, April 2026	**Effective Date:** 2009, 2012, July 2015, May 2017, August 2017, August 2018, August 2019, August 2020, February 2021, February 2021, August 2021, August 2022, August 2023, August 2025, August 2026
Audience: Nursing Faculty and Students		

Policy Statement
Clinical evaluation of students is conducted using a variety of best-practice methods, including projects (e.g., Quality Improvement), assignments, math tests, and other assessments, as well as a Clinical Evaluation Tool (CET). Key performance indicators (KPIs) define the observable behaviors that provide measurable evidence of student competency and achievement of course and program learning outcomes aligned with professional nursing standards. The CET accounts for 40% to 70% of the overall course grade, with the remainder allocated to other evaluation methods.

Purpose
The purpose of this policy is to provide general guidelines regarding student evaluation in clinical courses.

Definitions
None

Procedures
Clinical performance is graded according to the assessment criteria outlined in the course syllabus and the CET.

***PASS*:**
- Clinical experience is graded.
- Students are required to obtain at least 78% on the clinical evaluation tool in order to pass the course.
- In the final prelicensure courses, NUR 416 and NUR 611, students are required to obtain an overall grade of 78% to pass the course, with KPIs final score of 1-3. At the end of the course, students who score a zero in any area will fail the course.
- In the event a student does not receive a 78% on the CET, the student will receive the CET grade as the final course grade.
- After passing the CET, the students are required to obtain an overall grade of 78% to pass the course.

All students receive the above information through the clinical course syllabus. Faculty provide weekly formative feedback addressing strengths and learning gaps and discussing strategies for improvement. At the end of the course, the student receives a final evaluation.

The clinical faculty (or designated preceptor) will terminate the clinical experience of any student who is unable to present evidence of preparation for clinical assignments or who compromises patient safety in any way. Students without required uniform and identification will be sent home.

Nursing Preceptorship or Dedicated Education Unit Courses:
In these courses, students are paired with a clinical preceptor, a qualified nurse chosen by the faculty member in

collaboration with the designated unit liaison. The nursing faculty member oversees the entire preceptorship experience by planning, providing counseling, monitoring progress, and evaluating the preceptorship throughout its duration. In prelicensure nursing programs, faculty must adhere to the state board's regulatory requirements for preceptorship experiences.

Approval Process
1. Policy Owner, 2. Faculty Senate, 3. College Leadership Team

Related Documents/Policies/Procedures
Course Syllabi template
Clinical Evaluation Tool
Readmission Policy
Satisfactory Academic Progress (SAP) policy
Virginia Board of Nursing Regulations for Nursing Education Programs

Policy Title: Communication - Students		
Department: Academic Affairs	**Owner:** Faculty Senate	**Original Date:** May 2009
Review Date: June 2018, April 2020, January 2021, March 2023, April 2024	**Revision Date:** 2010, 2011, 2012, 2013, June 2014, May 2016, November 2018, May 2019, February 2022, June 2025	**Effective Date:** May 2009, 2010, 2011, 2012, 2013, June 2014, May 2016, August 2019, August 2022, August 2025
Audience: Students		

Policy Statement
Policy establishing appropriate communication methods and practices for students in the classroom and all clinical settings.

Purpose
The purpose of the policy is to define restrictions associated with communication devices and methods of communicating with students for routine activities as well as emergent issues.

Definitions
None

Procedures
Telephone Communication
Personal calls/messages are to be limited to emergencies only while in the clinical facility and in the college. In the event of an emergency, contact can be made with university staff at 757-455-3200, and the staff will make every attempt to contact the student and/or instructor.

Cell Phones/Handheld Electronic Devices/Tablets
All personal cell phones/handheld electronic devices shall not be visible and shall be turned off or set to silent/vibrate mode during class/clinical hours. Personal calls/text messages during class/clinical shall be restricted to emergencies. Students shall not make or receive personal calls/messages during class/clinical time.

Non-emergent personal calls/text messages must be made or received outside the classroom and outside the clinical facility building during scheduled breaks.

Use of these devices in the restrooms of the clinical facilities is prohibited unless required for hearing impaired services.

Calls/texting shall not disrupt any aspect of college operations or clinical care and shall never interfere with clinical responsibilities or customer assistance. Always be aware of privacy issues with any phone conversation.

The use of headsets or earpieces is prohibited unless required for hearing impaired services.

Cell phones/handheld electronic devices shall not be used to record images of patients, patient/customer information, Sentara employee images, or Sentara proprietary information.

Please be aware that the use of the camera portion of a mobile device while in the clinical setting (skills lab, clinical rotations in the community), is strictly prohibited. You may not take pictures of hospital documents, equipment, employees, students, or customers unless it is for approved college business or per instructor permission.

Students are authorized to use cell phones/handheld devices to access clinical information such as drug references or other approved reference material that benefits a clinical experience.

E-mail Communication
All students are issued a college e-mail address upon enrollment at the college. All course email communication must be conducted through the Sentara College email account. The college will regularly communicate information to students through this e-mail address. Students are responsible for checking their college e-mail account daily and are responsible for all information sent to the college e-mail account, regardless of whether or not they have read the messages received. Assistance with the college e-mail account should be addressed to the college Technical Support Team, including accounts that have been disabled due to inactivity or separation with the college.

Learning Management System Announcements
This is the college's primary method of communicating academic related information to students. Students are responsible for reading all announcements on the learning management system, including those for individual courses and those for all students college-wide on a daily basis.

The college does not accept responsibility for missed communication to students if students are not registered for the campus-wide text paging service.

Failure to adhere to the requirements of this policy will be handled in accordance with the Professional Code of Conduct Policy.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Campus Safety & Security
User Account Provisioning
Professional Code of Conduct Policy

Policy Title: Continuity of Operations Plan and Teach-Out Policy		
Department: Institutional Effectiveness, Compliance, and Distance Learning	**Owner:** Dean of Institutional Effectiveness, Compliance, and Distance Learning	**Original Date:** November 17, 2021
Review Date: May 2022, May 2023, May 2024	**Revision Date:** June 2025	**Effective Date:** November 17, 2021, August 2022, August 2025
Audience: Faculty, Staff, and Students		

Policy Statement
This is a continuity of operations plan and teach-out policy.

Purpose
To provide guidance for a safe and efficient response to disruptive events that impact Sentara College of Health Sciences' faculty, staff, and students. It is imperative that the college provides a contingency plan for unforeseen events to ensure that it continues to meet the needs of faculty, staff, and students.

Definitions
None

Procedures
Catastrophic Events and Continuity of Operations
Sentara College maintains and adheres to specific policies and procedures regarding crisis situations, catastrophic events, and program discontinuances in order to minimize the length of time that students' education activities are disrupted and, when applicable, minimize the length of time that students, faculty, and staff are displaced.

Continuity of Operations
Operational Systems:
Sentara College leverages highly available educational technologies, such as Brightspace, Anthology Student, Anthology Campus Labs, Google, and Panopto, which are managed hosted environments to minimize the likelihood of service interruptions.

- *Anthology Campus Labs* - Provides rapid support to instructors as they move quickly to an online environment. https://courseevaluationsupport.campuslabs.com/hc/en-us/articles/360044718314-Responding-to-the-Online-Classroom-COVID-19
- *Anthology Student* - Cloud based student information system that enables the institution to manage traditional and non-traditional academic programs, unites and automates business processes and workflows across campus, offers data-driven insight, optimizes and aligns resources with mission and goals, and improves student engagement and outcomes. https://www.campusmanagement.com/products/
- *Brightspace* - Learning Management System (LMS) can transition quickly from classroom or blended learning to fully online courses.
    - Moving from Face-to-Face to Online Learning https://community.brightspace.com/s/article/000013249
    - Creating and adding engaging content https://community.brightspace.com/s/article/000013381
    - Finishing your Semester and Course Wrap-up https://community.brightspace.com/s/article/000013382
- *Google* - Maintains and regularly tests business continuity planning and disaster recovery programs that are intended to minimize disruptions to the services. https://cloud.google.com/apigee/docs/api-platform/reference/business-continuity

- *Panopto* - Online video platform can be deployed either as a cloud-hosted service or as on-premises solution. With the cloud-hosted service, Panopto maintains server infrastructure and ensures continuous, optimal delivery. https://support.panopto.com/s/article/Panopto-Cloud-Architecture
- *ProctorFree* - Recognizes the challenges in potentially delaying or upending the progress of a semester. Not only will ProctorFree significantly discount the cost of any expenses associated with proctoring during these times, its team will have the organization set up in less than 24 hours. ProctorFree will also provide tutorial materials, training for faculty, and technical support at no cost to the institution. https://www.proctorfree.com/news/online-proctoring-services-and-the-delta-variant-covid

Other Services:

- *Orientation* - The New Student Online Orientation provides information about access and use of Anthology products, Brightspace, preparing for online classes, technical support, health records, CastleBranch, WEPA, the college store, Barnes & Noble College (bookstore), and Gmail. The orientation serves as documentation for the catalog and student handbook acknowledgement and orientation to Sentara College of Health Sciences. The orientation also includes an assessment of computer competencies. Instructions about how to complete the New Student Online Orientation and information about the Program Specific Orientation are emailed to each student.
- *Technology Support* - Provided by Sentara College IT staff and available 24/7. A link to the technical support portal and the phone number for the Help Desk is listed on the college's website and in the LMS.
- *Barnes & Noble College (Bookstore)* - This is an online bookstore where all required and optional textbooks for each course may be purchased.
- *Center for Student Success* - Student counseling is a service offered through the Center for Student Success to help students resolve personal, family, and school-related issues. The Academic Support and Access Specialist and College Counselor are dedicated to providing the best confidential, professional service to help students problem solve to promote their emotional well-being and assist them in completing their programs. Students are seen in person, via phone, or via Google Meet.
- *Library* - In addition to having access to books and journals in the library, faculty and students have access to e-books, online journals, and online databases. Faculty and students can request literature searches, obtain books through an interlibrary loan service, and catalog educational CDs/DVDs that we have purchased. Databases and resources that are available online include but are not limited to EBSCOhost, CDC, ERIC, MedlinePlus, Micromedex, National Library of Medicine Databases, PubMed, Virginia Department of Health, Natural Medicines, and Lexicomp. All of the library services are available to both online and hybrid students, as well as on-ground (residential) students. Library resources are accessed via Sentara Knowledge Online Resources (SKOR), through Wavenet (Sentara Health's portal), Sentara's intranet, or the college LMS.

Policies and Procedures Ensuring Continuity of Operations and Emergency/Crisis Response

The following Sentara College policies and procedures are also intended to help mitigate the impact of emergency events on college operations:

- Academic Freedom and Responsibility
- Appeal and Formal Complaint Process for Americans with Disabilities
- Assessment Development and Delivery
- Campus Safety and Security
- Grievance Policy
- Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA)
- Leave of Absence
- Tuition, Fees, and Refunds
- Work at Home

Teach-Out Policy

Sentara College of Health Sciences addresses program discontinuances on a case-by case basis due to the specific needs of each degree or program path. This allows our institution to better serve the needs of our individual students. Sentara College students will be notified by college administration of a teach-out circumstance and counseled about their option by their advisors. In accordance with accreditation requirements, a teach-out plan will be submitted to the Accrediting Bureau of Health Education Schools (ABHES).

Teach-out materials include, but are not limited to, documentation to evidence that:

- The teach-out institution is accredited by an institutional accrediting agency recognized by the United States Department of Education.
- The teach-out institution is stable, carries out its mission, and meets all obligations to existing students.
- The teach-out institution has the necessary experience, resources, and support services to provide educational program(s) that are of acceptable quality and reasonably similar in content, structure, and scheduling to those provided by the institution or program that may cease operations either entirely or at one of its locations. This includes graduates' access to the same credentialing exams, as applicable.
- Students are provided access to the program and services without requiring them to move or travel substantial distances.
- Students will be treated equitably with regard to any charges or refunds; and, if tuition has been paid in full, that students receive the instruction promised at no additional charge.
- Students will be provided with written notification regarding their rights and opportunities for teach-out, transfer, and refunds.

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
Academic Freedom and Responsibility
Appeal and Formal Complaint Process for Americans with Disabilities
Assessment Development and Delivery
Campus Safety and Security
Grievance Policy
Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA)
Leave of Absence
Tuition, Fees, and Refunds
Work at Home

Policy Title: Copyright		
Department: Sentara Health Library	**Owner:** Sentara College Copyright Officer	**Original Date:** October 2019
Review Date: May 2020, May 2021, May 2022, May 2024	**Revision Date:** May 2023, June 2025	**Effective Date:** October 2019, August 2021, August 2022, August 2023, August 2025
Audience: Faculty, Staff, and Students		

Policy Statement
Sentara College of Health Sciences' (Sentara College) copyright policy establishes guidelines on the fair use of copyrighted materials in the classroom, on campus, and in clinical settings. Compliance with federal copyright law and this policy is the responsibility of every member of the Sentara College community, including faculty, staff, and students. All employees (including contracted employees) and students must comply with Sentara College copyright policy and the U.S. Copyright Law and Acts.

It is the policy of the institution to respect the copyright protections provided by federal and state laws, including protections for digital materials and software. It is against Sentara College policy for faculty, staff, or students to use college equipment or services to access, use, copy, or otherwise reproduce or make available to others any copyright-protected materials, including digital materials and software, except as permitted under copyright law (especially with respect to "fair use") or a specific license.

Any software provided by Sentara College for use by faculty, staff, and students may be used only on computing equipment as specified in applicable software licenses.

Sentara College regards violation of this policy as a serious matter, and any such violation is without Sentara College consent and is subject to disciplinary action. Repeated violations can result in loss of computing privileges, among other sanctions. Please contact the library director for any questions regarding copyright (library@batten.edu).

Purpose
This document provides guidance regarding the protection of copyright by users of Sentara College. This document also establishes procedures to assure that U.S. copyright laws are followed and further establish penalties for abuse of copyright law. Sentara College copyright policy is based upon the United States Copyright Law (Title 17, US Code 1976). The Copyright Law of the United States governs the making of a reproduction of copyright materials. This policy was developed with a review of the law itself, the Fair Use Guidelines of 1997, Copyright Term Extension Act - AKA "Sonny Bono Copyright Term Extension Act" 1998, the TEACH Act of 2002, the Digital Millennium Copyright Act (DMCA), and the DMCA exemptions of 2010.

The Higher Education Opportunity Act (Title IV) requires institutions of higher education receiving federal funding to create institutional policies regarding the infringement of copyright. The act mandates that institutions inform their communities about copyright infringement. Infringements include unauthorized peer-to-peer file sharing, and students may be subject to civil and criminal liabilities.

Definitions
Copyright - a federal law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (Title 17, U.S. Code). If you are not a copyright holder for a particular work, as determined by the law, you must ordinarily obtain copyright permission prior to reusing or reproducing

that work. However, there are some specific exceptions in the Copyright Act for certain academic uses, and permission is never required for certain other actions, such as reading or borrowing original literary works or photographs from a library collection.

Procedures

What is protected by copyright?

The rights granted by the Copyright Act are intended to benefit authors of original works fixed in any tangible medium or expression, including:

- Literary works
- Musical works, including any accompanying words
- Dramatic works, including any accompanying music
- Pantomimes and choreographic work
- Pictorial, graphic, and sculptural work
- Motion pictures and other audiovisual work
- Sound recordings

Among the exclusive rights granted to authors are the rights to reproduce, distribute, publicly perform, and publicly display their works. These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective work, such as publishing an article in a book or journal; and the rights of attribution and integrity for authors of certain works of visual art.

Copyright law does not protect ideas, data, or facts.

Duration of Copyright

In the U.S., the general rule of copyright duration for a work created on or after January 1, 1978, is the author's life plus 70 years after the author's death. This is often referred to as "life-plus-70." Works created by companies or other types of organizations generally have a copyright term of 95 years from the date of creation or publishing. For more information about copyright duration, visit http://www.copyright.gov/circs/circ01.pdf.

Fair Use

Responsible decision-making means that Sentara College community members must make demonstrable good faith efforts to understand the fundamentals of copyright law and the reasonable application of fair use. When Sentara College community members plan to use a copyrighted work in their teaching or research, they must examine the specifics of their use within the context of the law in order to determine whether they should seek permission for the use or depend instead upon the fair use exemption.

An appropriate exercise of fair use depends on a case-by-case application and balancing of four factors as set forth in a statute enacted by Congress. A proper determination of fair use – in daily practice and in the courts – requires applying these four factors to the specific circumstances of the use. These factors must be evaluated to determine whether most of them weigh in favor of or against fair use. The four factors are:

1. The purpose and character of the use, including whether the copied material will be for commercial use or nonprofit educational use.
2. The nature of the copyright-protected work; with special consideration given to the distinction between creative work and an informational work. For example, photocopies made of a newspaper or news magazine column are more likely to be considered fair use than copies made of a musical score or a short story. Duplication of material originally developed for classroom consumption is less likely to be fair use.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole. This factor requires consideration of 1) the proportion of the larger work that is copied and used, and 2) the significance of the copied portion.
4. The effect of the use being evaluated upon the potential market for or value of the copyright-protected work. This is considered the most critical factor in determining fair use. If the reproduction of a copyrighted work reduces the potential market for sales and, therefore, the potential profits of the copyright owner, then that use is unlikely to be found fair use.

The Technology, Education, and Copyright Harmonization (TEACH) Act applies to all accredited nonprofit educational institutions or governmental bodies and was created to address copyright issues that arise from posting material to be used in distance education (including course management systems). The intent of the TEACH Act is to facilitate the use of digital material in online education without requiring copyright permission.

Several conditions must be met in order for the material to fall under the TEACH Act, including the following:

1. The works must be related to the teaching of the course, not supplemental materials.
2. Transmission must be limited to students enrolled in the course and technical measures must be in place to reasonably prevent the information from remaining longer than a class session. (Class session is not the term of the semester.)

Materials covered by the TEACH Act include:

- Performances of non-dramatic literary works.
- Performances of non-dramatic musical works.
- Performances of reasonable portions of any other work.
- Display of any other work in an amount comparable to that typically displayed in a face-to-face classroom setting.

Materials not covered by the TEACH Act include:

- Works produced or marketed primarily for digital instruction.
- Any works known to be in violation of copyright laws. (Marymount)
- If the use is planned, repeated, or involves works that have existed long enough (1 year) that one could reasonably expect to receive a response to a request for copyright permission, copyright permission must be obtained.

The *Digital Millennium Copyright Act (DMCA) of 1998* specifically addresses digital media, including DVDs, and introduced new restrictions on copying. Section 1201 of the DMCA prohibits the circumvention of encryption on all digital media. It is a violation of the DMCA, for example, to make a digital copy of an encrypted DVD, because doing so would require breaking the copy protection

The right for schools to bypass video protections and caption the media for accessibility purposes without fear of copyright infringement, known as The Federal Register Notice 54010, states:

“Proposed Class 2 would allow circumvention of technological measures protecting motion pictures (including television shows and videos) on DVDs, Blu-ray discs, and via digital transmissions, for disability services professionals at educational institutions to create accessible versions for students with disabilities by adding captions and/or audio descriptions.”

It is important to note, however, that in order to bypass video protections, the following stipulations must be taken into consideration:

1. The organization must be a K-12 educational institution, college, or university and is responsible for providing access to students with disabilities under applicable accessibility laws (ADA, Section 504, or IDEA).
2. The school must make a reasonable effort to determine whether an existing accessible version can be obtained for a fair price or in a timely manner.
3. Media captioned by the school must be privately stored and only shared with necessary parties (students and educators) to prevent “unauthorized further dissemination of work.”

Peer-to-peer (P2P)
A type of network where computers communicate directly with each other, rather than through a central server. Often referred to simply as peer-to-peer, or abbreviated P2P, a type of network in which each workstation has equivalent capabilities and responsibilities in contrast to client/server architectures, in which some computers are dedicated to serving the other computers. A “network” is a group of two or more computer systems linked together by various methods. In recent usage, peer-to-peer has come to describe applications in which users can use the Internet to exchange files with each other directly or through a mediating server. From: https://www.copyright.gov/help/faq/faq-definitions.html#p2p P2P file-sharing risks https://www.consumer.ftc.gov/articles/0016-p2p-file-sharing-risks

Usage

Copyrighted Classroom Handouts

If the handout is a new work for which it is not reasonable that permission be obtained in a timely manner and the decision to use the work was spontaneous (24 hours), that work may be used without obtaining permission. Compliance with the following conditions must occur:

- That handout must become the student's property
- It should also include a copyright notice on the first page of the portion of material photocopied
- The students are not assessed any fee beyond the actual cost of the photocopying
- The amount of copyrighted material should be reasonable in relation to the total amount of material assigned for one (1) term of a course
- The effect of copying the copyrighted material should not be detrimental to the market for the work. In general, the library should own at least one (1) copy of the work

If the handout is planned in advance, repeated from semester to semester, or involves works that have existed long enough that one could reasonably be expected to obtain copyright permission in advance, copyright permission must be obtained to use the work.

Use of Student-Created Materials

The use of student-created materials by the college or its faculty requires permission from the copyright holder—the student. Usage requiring consent includes the posting of student materials in a public location such as the Internet or the college. Public posting of this nature may also be subject to state and/or federal privacy laws, such as the Family Educational Rights and Privacy Act (FERPA) as well as the academic institution's own student-protection policies.

Course Packs

All articles, chapters, and other individual works in any print or electronic course pack require copyright permission. Copyright permission for course packs is usually granted by the academic period. To reuse a course pack in subsequent academic periods, the publisher may require that permission be obtained again.

Displaying Media on Campus

Users must secure public performance rights prior to showing a copyrighted work on campus, unless the work was purchased with public performance rights attached. The only exemption to this requirement is for classroom showings.

Classroom Showing

Classroom use or showing of a copyrighted video (VHS, DVD, Blu-ray) is permissible under the following conditions:

- The use must be by instructors or by students
- The use is part of the curriculum for a specific course and is confined to members in a discrete course or other teaching activity
- The entire audience is involved with the teaching activity
- The showing takes place in a classroom or other instructional venue
- The video is lawfully made; the person responsible has no reason to believe that the video was not lawfully made

Multimedia Usage

- Unless a film has public performance rights attached, it should be assumed that permission is required for a public screening of the film. Public performance rights must be obtained prior to scheduling, advertising, or showing a copyrighted film.
- If the film is being shown for entertainment purposes, if it includes viewers not enrolled in the course showing the film, or if the film is advertised, it is considered a public (open) showing. The screening of the film is not excused from the "public" designation just because it is an "educational" film, it is being advertised only on campus, or admission is not being charged. The licensing status of the film or work should be determined prior to any advertisement. If it is determined that a public performance license is required, then the person responsible for the showing is also responsible for securing permission and paying any performance fees.
- The use of multimedia materials is governed by the Fair Use Guidelines cited above.

Off-Air Recording

- Off-air broadcasts may be recorded and legally shown once to a single class within the first 10 days after the date of the broadcast. This does not allow for multiple showings or general showings within Sentara College.
- The recording must be from a commercial broadcast (no premium cable channels).
- After 10 days, the recording may not be shown unless copyright clearance is obtained.
- The professor may retain the recording for an additional 35 days for personal evaluation purposes only. After that time the recording must be erased or copyright clearance obtained.

Guidelines for Using Multimedia Sources

Existing multimedia (music, lyrics, music videos, motion media, photographs, and illustrations) can be incorporated into a student or faculty multimedia project. The amount of copyrighted work that a student may use in their educational multimedia project is restricted by specific portion limitations (see below). In particular, the portion limitations relate to the amount of copyrighted work that can reasonably be used in educational multimedia projects regardless of the original medium from which the copyrighted works are taken. Only two (2) copies of the student educational multimedia project may be made, for reserve and preservation purposes.

Attribution and acknowledgment are required. Students must credit the sources of the copyrighted works, display copyright notice and ownership information, and include notice of use restrictions.

Limitations include:

- Copyrighted Music, Lyrics, and Music Videos: Up to 10 percent, but in no event more than 30 seconds.
- Motion Media Work: No more than three minutes.
- Photographs and Illustrations: No more than 5 (five) images by an artist or photographer. For photographs or illustrations from a published collective work, no more than 10 percent or 15 images, whichever is less.

Reserves

If the Sentara College library owns a copy of a publication, the library may place that copy on reserve without obtaining copyright permission.

Digital Millennium Copyright Act (DMCA)

The Digital Millennium Copyright Act (DMCA) provides an opportunity for internet service providers (ISPs) to shield themselves from liability for the actions of their users that infringe on the copyrights of others. All institutions of higher education that provide internet access fall within the scope of the definition of an ISP, with relevant users being their students, faculty, and staff.

As an ISP, the college is potentially liable for monetary damages (plus attorneys' fees) if any of its users provide internet access to material that infringes on the copyrights of others. The same is true if, for example, a user transmits infringing materials in an email message. Copyright owners are entitled to recover either their actual damages or statutory damages that range as high as $30,000 per work infringed. (In the case of willful infringement, the statutory damages can be as high as $150,000 per work.) In all cases, the fair-use exemption that allows the use of copyrighted materials in narrowly defined circumstances applies to materials in digital form, just as it applies to traditional media.

You can find the U.S. Copyright Office's summary of the DMCA at http://www.copyright.gov/legislation/dmca.pdf.

Statement of penalties for copyright infringement

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work

infringed. A court can, at its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov. From: https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2024-2025/vol2/ch6-consumer-information-and-school-reporting.

Legal Alternatives

The link at the end of this paragraph includes all of the legitimate online services that are approved by the Recording Industry Association of America (RIAA) or the Motion Picture Association of America (MPAA). http://www.educause.edu/legalcontent.

How to Obtain Copyright Permission

Permission to use copyright-protected materials, when required, should be obtained prior to using those materials. It is best to obtain permission in writing (including email) and to ensure that the Director, Library Services has a copy of each permission form or letter. The email address to submit this documentation is: library@sentara.edu.

The time to obtain permission may vary and, where possible, it is recommended to start the permissions procedure at least six (6) months prior to the time that the materials will be used. If quicker permission is needed, let the copyright owner know this and they may be able to respond more quickly.

After the person has identified the materials they want to use and determined that copyright permission is required, they must locate the copyright holder. If the copyright holder is not listed on the work, locating the appropriate person or entity to grant permission may take some investigative and creative work.

The Copyright Office of the Library of Congress (www.loc.gov) may be of assistance in locating a copyright owner if the work is registered. Note, however, that copyright is automatically granted to all works upon their being written down and that registration with the Copyright Office is not required.

There are two (2) primary options for obtaining permission to use the work. The copyright holder may be contacted directly or the Copyright Clearance Center (CCC) may be contacted. The person should check with their department manager to determine if the institution already has an established process for obtaining copyright permission through the Copyright Clearance Center. If the department or campus does not have a centralized location or process for obtaining copyright permission, an account with Copyright Clearance Center may be created at www.copyright.com. All fees will be the responsibility of the individual creating an account with CCC.

Acquiring Copyright Permission

The copyright holder or its agent may require all or part of the following information in order to provide permission:

Required Action Steps	***Performed By***	***Supplemental Guidance***
Title of the material	Individual wanting to use the material	Full title if a book Full journal title and article title if in a journal
Creator/author of the material	Individual wanting to use the material	Include first name, middle initial, and last name. If multiple authors include them all.
Publisher of the material	Individual wanting to use the material	
Description of material	Individual wanting to use the material	If merely wanting to use an image or chart from an article, then indicate that you only want to use that portion of the material.
ISBN or ISSN, if applicable, or web address	Individual wanting to use the material	
Date of publication, if applicable	Individual wanting to use the material	

The purpose for which the user wishes to reproduce the item (research, commercial, educational, etc.)	Individual wanting to use the material	Be very clear about what you want to do. Display in a classroom, place in an LMS for a course, use as a handout, etc.
How the material is to be reproduced (e.g., photocopied, digitized)	Individual wanting to use the material	
Where the reproduced material will be used or will appear and for how long	Individual wanting to use the material	Be sure to indicate how long and how often you wish to use this item. Such as: Every semester for five sections of a course or once every other year for a course or one time use, etc.

The list of approved copyright material can be found on the Faculty & Staff Handbook webpage at the bottom titled Copyright List.

Policy Review
This policy will be reviewed every three years or whenever there is a change in copyright law, whichever comes first, for effectiveness and updated if necessary.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Wifi Terms of Use
Regulatory References:

- Copyright Law of the United States https://www.copyright.gov/title17/title17.pdf; Copyright law of the United States governs the making of a reproduction of copyright materials
- Fair Use Guidelines of 1997, Copyright Term Extension Act - AKA "Sonny Bono Copyright Term Extension Act" 1998, the TEACH Act of 2002, the Digital Millennium Copyright Act (DMCA), and the DMCA exemptions of 2010.
- FAFSA Handbook: Volume 2, Chapter 6: Providing Consumer & Safety Information, Retrieved July 16, 2026, from https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2025-2026/vol2/ch6-consumer-information-and-school-reporting

Policy Title: Data Classification Policy		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** May 2016
Review Date: April 2018, April 2019, April 2020, April 2021, May 2022, May 2024, April 2026	**Revision Date:** May 2017, May 2023	**Effective date:** May 2016, May 2017, August 2021, August 2022, August 2023
Audience: Faculty, Staff, and Students		

Policy Statement
Data security measures must be implemented commensurate with the sensitivity of the data and the risk to the college if data is compromised. It is the responsibility of the applicable data owner to evaluate and classify data for which they are responsible according to the classification system adopted by the college and described below. If data of more than one level of sensitivity exists in the same system or endpoint, such data shall be classified at the highest level of sensitivity.

Purpose
Any person who uses, stores, or transmits data has a responsibility to maintain and safeguard such data. System and data owners are responsible for determining data classifications. The first step in establishing the safeguards that are required for particular types of data is to determine the level of sensitivity applicable to particular data. Data classification is a method of assigning such levels and thereby determining the extent to which the data needs to be controlled and secured.

Definitions
Sensitive Data - encompasses a wide range of information and can include: ethnic or racial origin; political opinion; religious or other similar beliefs; memberships; physical or mental health details; personal life; or criminal or civil offenses.

Confidential Data - a generalized term that typically represents data classified as restricted, according to the data classification scheme defined in this guideline. This term is often used interchangeably with sensitive data.

Procedures
The college has adopted the following four classifications of data:

- **Sensitive Data**: any information protected by federal, state or local laws and regulations or industry standards, such as HIPAA, HITECH, and FERPA.

  For purposes of this policy and the other Information Security Policies, sensitive data include, but are not limited to:
  Personally Identifiable Information (PII): any information about an individual that (a) can be used to distinguish or trace an individual's identity, such as name, date and place of birth, mother's maiden name or biometric records, (b) is linked or linkable to an individual, such as medical, educational, financial, and employment information, which if lost, compromised or disclosed without authorization, could result in harm to that individual and (c) is protected by federal, state, or local laws, and regulation or industry standards.

  Protected Health Information (PHI): any information processed, transmitted or stored by a covered entity that relates to the past, present, or future physical or mental health or condition of an individual, the provision of health care to an individual, or the past, present, or future payment for health care and (a) identifies the individual or (b) with respect to which there is a reasonable basis to believe that the information can be used to identify the

individual. Sentara Health's General Counsel and Compliance Officer are responsible for determining whether particular information maintained or disclosed by the college constitutes PHI.

- **Confidential Data**: any information that is contractually protected as confidential by law or by contract and any other information that is considered by the college appropriate for confidential treatment. For purposes of this policy and the other Information Security Policies, confidential data include, but are not limited to:
    - Student education records that are directly related to prior, current and prospective students and maintained by Sentara College or an entity acting on the college's behalf, but not including (a) "directory information", such as a student's name, address, degrees and awards, subject to certain requirements as specified in FERPA and the college FERPA policies or (b) such records disclosed to school officials with legitimate educational interests or to organizations conducting certain studies on the college's behalf.
    - Human resources information, such as salary and employee benefits information.
    - Non-public personal and financial data about donors.
    - Information received under grants and contracts subject to confidentiality requirements.
    - Law enforcement or court records and confidential investigation records.
    - Citizen or immigration status.
    - Unpublished research data.
    - Unpublished financial information, strategic plans and real estate or facility development plans.
    - Information on facilities security systems.
    - Nonpublic intellectual property.
    - Applicant financial information

- **Internal Data**: any information that is proprietary or produced only for use by members of the college community who have a legitimate purpose to access such data.

  For purposes of this policy and the other Information Security Policies, internal data include, but are not limited to:
    - Internal operating procedures and operational manuals.
    - Internal memoranda, emails, reports, and other documents.
    - Technical documents such as system configurations and floor plans.

- **Public Data**: any information that may or must be made available to the general public, with no legal restrictions on its access or use.

  For purposes of this Policy and other Information Security Policies, public data include, but are not limited to:
    - General access data on www.sentara.edu
    - College financial statements and other reports filed with federal or state governments and generally available to the public.
    - Copyrighted materials that are publicly available.
    - Directory information under FERPA.

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
Acceptable Use of Information Resources
Information Security
Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA) Policy

Policy Title Dress Code – Students		
Department: Academic Affairs	**Owner:** Faculty Senate	**Original Date:** May 2009
Review Date: June 2018, April 2019, April 2020, April 2021	**Revision Date:** 2010, 2012, February 2014, May 2017, August 2017, September 2018, April 2021, February 2022, March 2023, April 2024	**Effective Date:** May 2009, 2010, 2012, February 2014, May 2017, August 2017, October 2018, August 2021, August 2022, August 2023, August 2024
Audience: Students		

Policy Statement
Sentara College of Health Sciences has established dress and grooming standards for students. There are separate standards for when on campus and at the hospital/clinical setting.

Purpose
The purpose of the policy is to comply with clinical dress requirements and to ensure that students present a professional image.

Definitions
None

Procedures
Identification
Sentara identification badges are to be worn with the picture visible – preferred location is left upper chest – at all times while in the college and in all clinical agencies. Badges need to be in good condition and unobstructed – no pins on badges. Lanyards for holding badges are allowed, but must have a breakaway clasp. Students may not wear their employee and student identification badges on the same badge holder or at the same time.

On Campus
Students are expected to attend class dressed neatly and well-groomed. Clothes must be clean, non-stained, in good repair, tucked in as appropriate, pressed, and free of wrinkles. Clothing must be modest in style, covering the back, midriff, shoulders, and thighs. Clothing should fit properly, proportionately correct for body size (not too tight, oversized, too short, too long, etc.). All students are expected to wear appropriate undergarments that are not visible (for example: colors, prints, thongs, etc.) and must be worn under the exterior garment. A bra must be worn by females, including under a camisole. Caps and sunglasses (unless accompanied by a doctor's note) will be removed in the classroom. Clothing must not reveal the navel, breast, or bottom, and should be free from noticeable holes.

The following are examples of dress items considered inappropriate. A student so attired will be asked to leave the classroom:

- Short shorts (Bermuda length acceptable – two [2] inches above the knee)
- Micro-mini skirts (over three [3] inches above the knee)
- Sheer fabrics revealing undergarments or lack of undergarments
- Printed T-shirts that are suggestive or lewd
- Baggy pants revealing underwear
- Halter tops
- Spaghetti straps

- Tube tops
- Muscle shirts
- Bare midriff

Hospital/Clinical Setting - All Students

General Standards for Clinical

All students are required to be prepared for laboratory and clinical activities. Such preparation includes appropriate dress. All laboratory and clinical events require the student to wear College scrubs or attire designated by their instructor.

Personal Cleanliness

Students must practice personal hygiene to prevent body odor, dirt accumulation on body, nails, or hair. Perfume, cologne, heavily scented lotion, and body sprays are not allowed in any clinical setting.

Fingernails

- Must be neat and clean
- Nails may not be any longer than ¼ inch past the tip of the finger
- Fingernail polish may be worn but must be a neutral color and be easily removed with nail polish remover. Students in the following Allied Health programs are not permitted to wear nail polish; Surgical Technology, Invasive Cardiovascular Technology, and Cardiac Electrophysiology.
- None of the following are allowed:
    - Fingernail enhancements
    - Bonding products
    - Extensions
    - Tips
    - Gels, including gel polish
    - Acrylics
    - Resin wraps
    - Dip Powder nails
    - Press/glued on nails
    - Nail appliqués and nail jewelry

Hair

- A clean, neat, conservative style must be maintained at all times
- Hair coloring must look like a natural color. (No purple, blue, glitter, bold, etc.)
- Hair must be pulled up to shoulder/above the shoulder length. The hair must be pulled up neatly and out of the face.
- Braids are permitted under the following constraints:
    - Hair is clean, neat, close to the head, pulled back neatly so that it is out of the face, and has no beads, feathers, or designs
    - No weaved objects other than hair (natural or synthetic hair extensions are acceptable)
- No designs etched into the hairstyle
- Beards, mustaches, and sideburns must be neatly and properly groomed. Sideburns can be no longer than the bottom of the ear lobe.

Makeup

Makeup is to be applied so that colors blend with natural skin tone and enhance natural features (no exaggerated or artificial appearances including false eyelashes).

Shoes

Students must follow the guidelines of the clinical area. In absence of guidelines, footwear shall be professional/hospital/clinical-grade solid surface made of non-absorbent and non-perforated materials (no nylon or canvas material). Footwear shall be clean, polished, well-maintained, with clean laces and not in need of repair. Professional clogs may be worn without straps. If the clogs are loose fitting, then a heel strap shall be worn. Due to infection control requirements, clogs with holes are not allowed in the clinical facilities. The following are not permitted: sandals, logos,

lights, stripes, designs, and exposed color. Shoes may be white or black.

Hosiery/Socks
Clean hosiery/socks in good condition shall be worn with shoes and shall be undecorated and seamless. Socks may be worn to match the color of scrubs or solid white uniform length socks with slacks.

Underclothing
Undergarments must be present but not visible (for example: colors, prints, etc.) and must be worn under the exterior garment; a bra should be worn by each female student including under a camisole.

Jewelry
- Jewelry choices should be safe, suitable, and in alignment with the role of the student
- Nose rings are limited to small studs or small hoops
- Rings should number no more than two and must be smooth, without settings/projections such as a plain wedding band. (*This is specific to students delivering direct patient care only*.)
- Med-Alert bracelets are the only bracelets allowed. A small conservative ankle bracelet may be worn under hosiery.
- Body piercing jewelry of the trunk and extremities must be completely covered by exterior garments.
- Gauging is permitted in the classroom/clinical environment with solid, clear or skin tone color gauges.
- Specific jewelry guidelines may apply to individual clinical settings and must be covered if asked to do so (i.e. perioperative, psychiatric)

Miscellaneous
Tattoos or body art will be permitted in the class, clinical, and skills lab setting except in the following situations:
- Where it could be deemed offensive or controversial to others based on racial, sexual, religious, political affiliation, ethnic, or other characteristics or attributes of a sensitive or legally protected nature. (i.e., tattoos depicting violence, nudity, illegal substances, weapons, etc.).

If anyone sees a tattoo and deems it inappropriate, offensive or controversial, the student's tattoo(s) will be evaluated by a program official for recommendations.
- If it is determined by the program official that a tattoo or body art may present such a conflict, the student will be asked to cover the tattoo or body art with the appropriate uniform, clothing, or material (i.e., bandage or other dressing) unless such covering creates a safety or infection prevention and control concern.
- Clinical instructors have the authority to make decisions regarding tattoos considered inappropriate to others in the clinical setting.
- It is the students' responsibility to follow the recommendations of the Program Official and/or the clinical instructor for the rest of the program.

Hospital/Clinical Setting - School of Allied Health and Certificate Programs
Uniforms
All uniforms shall be clean and in good repair. Cardiovascular technology, surgical technology, and patient care technician students shall purchase uniforms in a designated color through the college-designated vendor. Monitor surveillance students shall wear a white lab jacket over business dress street clothes. Skirt/dress length for uniforms is to be no more than three inches above the kneecap when standing. Approved lab coats are preferred. Alternatives to lab coats include a solid color warming/scrub jacket. White turtlenecks/shirts or matching solid color turtlenecks/shirts may be worn under uniforms with the exception of surgical technology students. Neon colors are not acceptable.

Hospital/Clinical Setting - School of Nursing
Pre-clinical
For any pre-clinical experience or prep time where students must go to the hospital for research, they are to wear professional clothing (dress slacks, blouses/shirts, skirts, dresses, etc.), closed-toe shoes, a lab coat, and ID badge. No shorts, jeans, yoga pants or exercise gear, short skirts and dresses, flip flops, etc, are prohibited in the clinical facilities. Students should follow clinical guidelines for jewelry, hair, makeup, grooming, etc. Therefore, students must be professionally dressed when on campus at Sentara College of Health Sciences or bring clothes to change into if they are

planning to visit one of the clinical facilities after class.

Uniforms
All nursing students shall purchase the approved nursing uniform, in the designated color, and lab jacket through the college-designated vendor. White, gray, or black solid shirts may be worn under the scrub top. In addition, the following apply:

- Uniform color hose or socks with scrub pants. Clean and in good condition.
- If visible in any way, socks must be free of pattern or print and match the uniform
- Students may wear a watch that is flush with the skin. Students in the following clinical rotations are not permitted to wear watches or any jewelry below the elbow; Pediatrics and Women's Health.
- Bandage scissors
- Stethoscope (no neon, sparkle, or fabric covers)
- Med-alert bracelets are the only bracelets allowed
- No hooded sweater or jacket allowed. A white or gray non-hooded warming/scrub jacket may be worn.
- The only badge that may be worn is a student badge; no other Sentara employee badge may be worn at the same time

Miscellaneous
Community Psychiatric Nursing Clinical Experiences:

- Students will wear professional clothing (dress slacks, blouses/shirts, skirts, dresses, etc.) and closed-toe shoes with ID badge.
- No shorts, no jeans, no mini-skirts, no clogs, no sneakers, etc. (Follow clinical guidelines for jewelry, etc.)

Note: A student failing to adhere to the uniform policy will not be allowed to participate in clinical experiences. Missed time will be considered a clinical absence. If graded assignments are missed during that time, a grade of zero (0) may be given.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Sentara Hospitals' Administrative Policy Dress Code and Grooming Policy
Sentara College of Health Sciences' Professional Code of Conduct Policy
Attendance - Students

Policy Title: Drug Free Environment		
Department: Administration and Finance	**Owner:** Safety and Security	**Original Date:** Long Standing Policy
Review Date: April 2020, April 2021, May 2024, April 2026	**Revision Date:** May 2015, March 2016, May 2017, June 2018, April 2019, May 2022, May 2023	**Effective Date:** Long Standing Policy; May 2015, March 2016, May 2017, August 2018, August 2019, August 2021, August 2022, August 2023
Audience: Students		

Policy Statement
Students of Sentara Health (SH)/Sentara College of Health Sciences are not to be involved with the unlawful use, possession, sale, or transfer of illegal drugs or controlled substances, including alcohol, in any manner which may impair their ability to perform assigned duties or otherwise adversely impact the organization's business. Sentara Health/Sentara College of Health Sciences is committed to maintaining an environment that is free of the influence of drugs. This policy covers all students in college who provide services for or through SH.

Drug screenings may be performed at any time.

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

Definitions
SH – Sentara Health (to include Sentara College of Health Sciences and any other facility or service operated by Sentara Health)

Procedures
Prohibited Activities
Any of the following constitutes a violation of the Drug Free Environment Policy and shall subject a student to disciplinary action up to and including dismissal from the college:

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

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

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

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

As set out more fully in the Drug Free Colleges and Communities Act and the Drug Free Workplace Act and implementation regulations, if a student is convicted of violating a criminal drug statute, the court may suspend the student's eligibility for Title IV financial aid. If the student is convicted three (3) or more times for drug distribution, they may become permanently ineligible to receive Title IV financial aid.

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

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

Drug-Free Awareness Program
The college's Drug-Free Awareness Program includes the following:

- The college provides a review, at orientation and on an annual basis, to inform and remind students about the dangers of illegal and unauthorized involvement with drugs and alcohol in the college. This policy is included in student orientation with the student handbook review.
- Annual review of this policy is accomplished by the annual update of the catalog and student handbook. Students have continuous access to this document through the learning management system (LMS) and www.sentara.edu and may print one at any time for their own reference.
- The topics discussed in the policy are the categories of drugs, the health risks associated with particular drugs, and the applicable legal sanctions under local, state, and federal law for illegal involvement with drugs and alcohol.
- This annual review ensures that students are informed and reminded regularly of the college's policy, the expected standards of behavior, and the potential for corrective action for violations of the policy.
- The college makes every effort to inform and remind students about the availability of rehabilitation and counseling services.

Policy Review
Students are provided the Drug Free Awareness program on entry into the college. Specific information regarding drugs

and alcohol is found later in this section as well. Students must provide acknowledgement they have received the education and agree to abide by the policy.

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

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

Testing for Reasonable Suspicion

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

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

Search

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

Legal Drugs

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

Effective July 1, 2021, recreational use of marijuana was legalized in the Commonwealth of Virginia. While Virginia law allows recreational marijuana use, using and possessing marijuana in any form remains a crime under federal law. As a recipient of federal funding, such as financial aid and federal grants, Sentara College of Health Sciences (SCOHS) is required to continue to prohibit the use and possession of all federally controlled substances – including marijuana for recreational use. Consequently, such activity will remain prohibited by this policy and the Professional Code of Conduct policy.

Counseling Services

Sentara College of Health Sciences has a counselor on staff who can provide short-term counseling at no cost to students. Students are encouraged to seek assistance from the counselor for substance abuse problems. Private sessions are scheduled directly with the counselor on-site or through alternative methodologies for distance education students. Strict confidentiality is maintained throughout counseling sessions unless the student authorizes permission to the contrary through a Release of Information form.

State and Federal Penalties for Drug-Related Crimes

Under state and federal law it is a crime to manufacture, sell, give, distribute, or even possess a controlled substance or imitation controlled substance with the intent to distribute or manufacture, except as may be legally dispensed by pharmacists and prescribed by an M.D. The Virginia State Law penalties for this crime include terms of imprisonment between five (5) and life imprisonment and fines of up to $1,000,000 (Code of Virginia 18.2-248).

According to 21 USC 841: Prohibited Acts A - U.S. Code, Chapter 13 Drug Abuse Prevention and Control, Subchapter 1 Control and Enforcement, Part D - Offenses & Penalties it shall be unlawful for any person knowingly or intentionally to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance; or to create, distribute, or dispense, or possess with intent to distribute or dispense, a counterfeit substance.

Except as otherwise provided in section 849, 859, 860, or 861 of this title, any person who violates subsection (a) shall be sentenced to a term of imprisonment which may not be less than 10 years or more than life and if death or serious bodily injury results from the use of such substance shall be not less than 20 years or more than life, a fine not to exceed the greater of that authorized in accordance with the provisions of title 18 or $10,000,000 if the defendant is an individual or $50,000,000 if the defendant is other than an individual, or both. If any person commits such a violation after a prior conviction for a serious drug felony or serious violent felony has become final, such person shall be sentenced to a term of imprisonment of not less than 15 years and not more than life imprisonment and if death or serious bodily injury results from the use of such substance shall be sentenced to life imprisonment, a fine not to exceed the greater of twice that authorized in accordance with the provisions of title 18 or $20,000,000 if the defendant is an individual or $75,000,000 if the defendant is other than an individual, or both. If any person commits a violation of this subparagraph or of section 849, 859, 860, or 861 of this title after 2 or more prior convictions for a serious drug felony or serious violent felony have become final, such person shall be sentenced to a term of imprisonment of not less than 25 years and fined in accordance with the preceding sentence. Notwithstanding section 3583 of title 18, any sentence under this subparagraph shall, in the absence of such a prior conviction, impose a term of supervised release of at least 5 years in addition to such term of imprisonment and shall, if there was such a prior conviction, impose a term of supervised release of at least 10 years in addition to such term of imprisonment. Notwithstanding any other provision of law, the court shall not place on probation or suspend the sentence of any person sentenced under this subparagraph. No person sentenced under this subparagraph shall be eligible for parole during the term of imprisonment imposed therein (21 USC 841: Prohibited Acts A).

References

Health Risks

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

DRUG	EFFECTS
Marijuana (pot, grass, weed, reefer, dope, Mary Jane, Acapulco Gold) Hashish (hash)	Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are high. Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis. Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.
Nitrous oxide, amyl nitrate, chlorohydrocarbons, hydrocarbons	Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates, and impair judgment. Amyl and butyl nitrate cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage. Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentration of inhalants can cause

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

	behavior and experience hallucinations. Lysergic Acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.
Narcotics Heroin, Methadone, Codeine Morphine, Meperidine, Opium	Narcotics initially produce a euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death. Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.
Designer Drugs Phencyclidine (PCP) Analogs of Amphetamines and Methamphetamines (Ecstasy, XTC, Adam Essence) Analogs of Phencyclidine (PCP, PCE, TCP)	Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drug they were designed to imitate. The narcotic analogs can cause symptoms as those seen in Parkinson's disease – uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Federal & State References
- 21 USC 841: Prohibited Acts A - U.S. Code, Chapter 13 Drug Abuse Prevention and Control, Subchapter 1 Control and Enforcement, Part D - Offenses & Penalties (https://uscode.house.gov/view.xhtml?req=(title:21%20section:841%20edition:prelim))
- Code of Virginia: Title 18.2, Chapter 7, Article 1 - 18.2-248 (https://law.lis.virginia.gov/vacodefull/title18.2/chapter7/article1/)

SH Policies and Procedures
Drug Free Workplace and Substance Abuse Policy
Substance Abuse Testing
Manager/Supervisor Protocol in Determining Need for Drug Testing
Observed Behavior Reasonable Suspicion Record

Sentara College Policies and Procedures
Contingency Requirements

Policy Title: Email Usage		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** May 2016
Review Date: April 2018, April 2019, April 2020, April 2021, May 2022, May 2023, May 2024, April 2026	**Revision Date:** May 2017	**Effective date:** May 2016, May 2017, August 2021, August 2022
Audience: Faculty, Staff, and Students		

Policy Statement
Sentara College of Health Sciences recognizes and has established email as an official means of communication.

Purpose
Email systems used by the Sentara College of Health Sciences require adequate security measures to protect the data that is transmitted.

Definitions
None

Procedures
A. Approved College Email Systems
All email used to conduct college business must be transmitted via an approved college email system. For purposes of this policy, an "Approved College Email System" is Sentara.edu and any other email system that has been risk assessed and approved by the applicable system owner.

B. Prohibited Actions
No user of Sentara College email may take any of the following actions:

1. Send or forward an email through a college system or network for any purpose if such email transmission violates laws, regulations, or college policies and procedures;
2. Use any email system other than an approved college email system, to conduct college business or to represent oneself or one's business on behalf of the college. Examples of email systems that are not approved include a personal email account.
3. Send nuisance email or other online messages such as chain letters;
4. Send obscene or harassing messages;
5. Send unsolicited email messages to a large number of users unless explicitly approved by the appropriate college authority;
6. Impersonate any other person or group by modifying email header information to deceive recipients.

C. Provisions Relating to Emails Containing Sensitive Data or Confidential Data
Each user shall ensure that sensitive data or confidential data is transmitted by email only if the following conditions are met:

1. Except as provided in Section D below, all email communications of sensitive data or confidential data are encrypted before being transmitted.
2. Sensitive data or confidential data are not transmitted in the "Subject" line of an email.
3. Before transmitting an email that contains sensitive data or confidential data, the user double-checks the message and any attachment to verify that no unintended information is included and that the proper document is attached.

4. Before transmitting an email that contains sensitive data or confidential data, the user double-checks the identity of the recipients.

D. Privacy Expectations

The college observes the Privacy Expectations described in the Sentara College Acceptable Use of Information Resources Policy.

For reasons relating to compliance, security, or legal proceedings (e.g., subpoenas) or in an emergency or in exceptional circumstances, the college official may authorize access in regards to the reading, copying, blocking, or deleting of data to an authorized information technology official. In particular, in the context of a litigation or an investigation, it may be necessary to access data with potentially relevant information. Any such action taken must be immediately reported to the Executive Council, Information Technology Representative, and the Office of Information Technology. Access to Information Resources audited in an emergent fashion as described above to other relevant individuals whose access would not normally allow access, shall be limited to the reportings of the information technology official in said relevant case.

The college may record information about certain data elements of email messages in the course of monitoring or maintaining its email systems. These data include, but are not limited to: (a) the identity and address of the authenticated sender, (b) the address of the recipient, (c) the size of the message, (d) the transmission time, (e) the headers of the email, (f) the subject of the message, (g) the number of attachments, and (h) certain features that are used to identify spam.

Sentara College uses a backup system to ensure that college emails are stored on a secure server in case there is a loss of important information for faculty and staff on their local profiles. Data stored in this way can be accessed to audit user data transmission for emergent purposes explained further above.

Approval Process

1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures

Acceptable Use of Information Resources
Information Security
Data Classification
Professional Code of Conduct

Policy Title: Employment - Student		
Department: Academic Affairs	**Owner:** Academic Affairs Leadership Team	**Original Date** May 2009
Review Date: June 2018, March 2019, April 2020, May 2024	**Revision Date:** 2010, 2012, June 2015, February 2021, June 2022, April 2023, March 2026	**Effective Date**: May 2009, 2010, 2012, June 2015, August 2019, August 2021, August 2022, August 2023, August 2026
Audience: Students		

Policy Statement
Students accept responsibility for maintaining satisfactory performance in class and clinical. Students shall function within the specific job description for which they are hired and not in their particular student role (discipline). Any student employed by the hospital may not use employee privileges (i.e., clinical computer systems, ID badge, parking, etc.) while functioning in a student role. Students working for the clinical facilities must adhere to all personnel policies and procedures of that facility. The clinical experience for students is strictly educational in nature. No student will be used as a replacement for a paid employee.

Purpose
The purpose of this policy is to inform students of academic and employment responsibilities/policies.

Definitions
None

Procedures
Students are cautioned that college responsibilities constitute a significant weekly obligation; this should be considered when selecting a place of employment and determining work hours.

The college reserves the right to disclose relevant data to any clinical site or employer as necessary. Students are advised that such disclosures may impact their employment status. Furthermore, the college may obtain conduct-related information from the clinical employer, which may be used to determine the student's continued eligibility or status in their program of study.

Approval Process:
1. Policy Owner, 2. College Leadership Team

Related Document/Policies/Procedures
Student Employee Roles and Responsibilities Checklist
Guidance for Eligible Students to the Family Educational Rights and Privacy Acts (FERPA)

Policy Title: Enrollment Status		
Department: Administration and Finance	**Owner:** Financial Aid	**Original Date:** May 2009
Review Date: April 2018, April 2019, April 2021, May 2022, May 2024, April 2026	**Revision Date:** July 2010, October 2013, February 2016, May 2017, April 2020, May 2023, January 2025	**Effective Date:** May 2009, July 2010, October 2013, February 2016, May 2017, August 2020, August 2021, August 2022, August 2023, March 2025
Audience: Students (excluding Joint BSN Program)		

Policy Statement
This policy identifies the types of student enrollment statuses. The amount of Title IV aid and/or Veterans Benefits, a student may receive is tied in part to the student's enrollment status (full-time or part-time). Enrollment status is also a determinant of eligibility for Direct Loans.

This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding enrollment status.

Purpose
The purpose is to clearly articulate what constitutes full-time, three-quarter time, half-time, and less than half-time for financial aid purposes.

Definitions
For Credit Hour Programs
Full-time – carrying twelve (12) or more credit hours in one term/semester.
Three-quarters time – carrying nine to eleven (9–11) credit hours in one term/semester.
Half-time – carrying six to eight (6–8) credit hours in one term/semester.
Less than half-time – carrying one to five (1–5) credit hours in one term/semester.

For Clock Hour Programs
Full-time – 22 or more clock hours in one term/semester.
Three-quarters time – 16-21 clock hours in one term/semester.
Half-time – 11-15 clock hours in one term/semester.
Less than half-time – 1-10 clock hours in one term/semester.

Procedures
None

Approval Process
1. Policy Owner, 2. Associate Dean of Administration and Finance, 3. College Leadership Team

Related Documents/Policies/Procedures
Leave of Absence Policy
Change in Registration Status Policy
US Department of Veterans Affairs: Veterans Benefits Administration > Education & training > Full-time Equivalency (FTE)

Policy Title: Faculty Accessibility and Interaction		
Department: Academic Affairs	**Owner:** Faculty Senate	**Original Date:** May 2009
Review Date: June 2018, January 2021, February 2022, February 2023, May 2024	**Revision Date:** December 2014, July 2015, December 2019, March 2026	**Effective Date:** May 2009, December 2014, July 2015, March 1, 2020, August 2021, August 2022, August 2023, August 2026
Audience: Faculty and Students		

Policy Statement
This policy defines the expectations for faculty accessibility.

Purpose
The purpose of this policy is to ensure that students are aware of methods and expectations related to communicating with faculty.

Procedures
All course email communication should be conducted through the student's assigned college email. Normally, students can expect a faculty response to an email or a phone call within 24 hours Monday through Friday. Any communication attempted after 5 PM on a Friday will be responded to on the next business day (e.g. Monday).

Other means of contacting faculty are syllabus driven and will be stated by faculty in the syllabus. Office hours must be clearly stated in the syllabus.

Faculty are available as follows:
- On-site for classes, skills labs and clinical experiences for which they are responsible.
- As indicated in the course syllabus.

It is the student's responsibility to initiate contact with faculty when a meeting is necessary.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
None

Policy Title: Final Course Grade Challenge		
Department: Academic Affairs	**Owner:** Academic Affairs Leadership Team	**Original Date:** August 2018
Review Date: March 2019, March 2020, February 2021, March 2022, May 2024	**Revision Date:** January 2023, April 2026	**Effective Date:** August 2018, August 2021, August 2022, August 2023, August 2026
Audience: Faculty and Students		

Policy Statement
In certain isolated instances, a student may have just grounds to challenge for a change of final course grade. All grade challenges must be initiated within seven (7) calendar days after the disputed grade was awarded. Proving grounds for a change of grade is the responsibility of the student.

Purpose
This policy provides the procedural steps for a grade challenge. The steps for the judicial process are below if no resolution is found.

Definition
None

Final Course Grade Challenge Process

Required action steps	***Performed by***	***Supplemental guidance***
The student confers with the instructor of the course/s in question within one (1) week of the posting of the final course grade(s).	Student	This informal conference is the first step in the process.
If the instructor agrees, they will complete the necessary paperwork and submit it to the Office of the Registrar for the grade change. If the instructor does not agree, the student will confer with the chair.	Instructor Student	
If the grade challenge is not resolved, the student can request a hearing by the Judicial Council. This request must happen within five (5) business days of the meeting with the chair. Once this request is made the student will follow the action steps outlined in the Student Code of Conduct Policy.	Judicial Council	Please see the Student Code of Conduct policy

Approval Process:
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Professional Code of Conduct Policy
Grievance Policy

Policy Title: Financial Aid		
Department: Administration and Finance	**Owner:** Financial Aid	**Original Date:** May 2009
Review Date: April 2021, May 2022, May 2024, April 2026	**Revision Date:** August 2010, June 2011, July 2012, July 2013, July 2014, May 2015, July 2016, May 2017, June 2018, April 2019, April 2020, August 2021, May 2023	**Effective Date:** May 2009, August 2010, June 2011, July 2012, July 2013, July 2014, May 2015, July 2016, May 2017, August 2018, August 2019, August 2020, August 2021, August 2022, August 2023
Audience: Students (excluding Joint BSN Program)		

Policy Statement
Sentara College of Health Sciences, owned and operated by Batten University, offers a Financial Aid Program, to *those who qualify,* to assist students in obtaining financial aid to pay for their college education. The primary responsibility for meeting a student's educational costs rests with the student and their family. *This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding financial aid.*

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

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

Master Promissory Note – a legal document in which the student promises to repay loans, interest, and fees to the U.S. Department of Education; must be signed before the first disbursement of any loans.

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

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

Procedures
1. Federal financial assistance, in the form of Title IV funding, is offered to *those who qualify* and who are in the nursing and allied health education programs. Financial aid sources include federal grants and loans. Students must file a FAFSA (Free Application for Federal Student Aid) to determine if they qualify for Title IV funding, which may include federal Pell Grants, federal subsidized Stafford Loans, federal unsubsidized Stafford Loans, Parent PLUS loans, and Graduate PLUS Loans. Private funding in the form of scholarships or loans may also be available to those who qualify.
2. Students must report all scholarship awards to the Office of Financial Aid. All funds (federal Pell Grant, loans, and scholarships) received must not exceed the student's cost of attendance for the award period.
3. To receive financial aid, qualified students must be in good standing with the college. A student is in good standing if they are meeting Satisfactory Academic Progress (SAP). Refer to the Satisfactory Academic Progress Policy for specific information.

4. Federal financial aid is disbursed by semester. All new Sentara College students receiving direct loans are subject to a 30-day hold on disbursements.
5. First-time Sentara College student loan recipients must complete a Master Promissory Note and Entrance Counseling before the first disbursement of their loan can be released. Additionally, when a student loan recipient graduates, withdraws, or ceases to be enrolled at least half-time, Loan Exit Counseling is required. The college will maintain records documenting notification to students of Exit Counseling requirements.
6. A student attending with less than half-time status does not qualify to receive direct loans.
7. Courses that are audited do not qualify for financial aid.
8. The Academic Engagement Policy determines the last day of attendance in a class.

Financing the Education

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

The first step for students interested in applying for financial aid should be to:
File the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa. The school code for the FAFSA is 031065. After a valid FAFSA has been filed and a need has been established, financial aid may be offered *to those who qualify* through grants, scholarships, and/or loans.

The following benefits/aid sources are available:
Veterans Administration Benefits
Available for all programs. If a student:

- is on active duty or a veteran, they may be eligible for education benefits offered through the Department of Veterans Affairs. For example, the Post-9/11 GI Bill provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. These persons must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.
- is currently serving in the military, they may be eligible for funding offered through the Department of Defense Tuition Assistance program. They are encouraged to check their eligibility status and the amount for which they qualify with their local installation education center prior to enrolling.
- is or was a National Guard member who is serving on active-duty Title 10 or Title 32 orders in the pay grades of E1–E5 or W1–W2. They may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career.
- is the spouse or child of a service member, they may be eligible for transfer of the service member's Post-9/11 GI Bill benefits to them.

Federal Financial Aid (Pell Grants, Stafford Loans)
Available for students who qualify in the nursing and allied health education programs.

Scholarships
Information regarding grants and scholarships is available via the financial aid page on the college website at https://www.sentara.edu/admissions-aid.

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

Approval Process
1. Policy Owner, 2. Associate Dean of Administration and Finance, 3. Executive Council

Related Documents/Policies/Procedures
Academic Engagement Policy

Change in Registration Status Policy (Add/Drop)
Satisfactory Academic Progress Policy
Enrollment Status Policy
Tuition, Fees, and Refund Policy
https://studentaid.gov/h/apply-for-aid/fafsa

Policy Title: Grading/Grades		
Department: Academic Affairs	**Owner**: Academic Affairs Leadership Team	**Original Date:** May 2009
Review Date: May 2024	**Revision Date:** 2010, 2011, 2012, 2013, 2014, May 2015, September 2015, July 2016, February 2017, June 2017, July 2018, April 2019, April 2020, September 2020, February 2021, September 2021, February 2022, June 2022, November 2022, February 2023, January 2025, April 2026	**Effective Date:** May 2009, 2010, 2011, 2012, 2013, 2014, May 2015, September 2015, July 2016, February 2017, June 2017, August 2018, August 2019, August 2020, October 2020, August 2021, October 2021, August 2022, November 2022, August 2023, August 2025, August 2026
Audience: Faculty, Staff, and Students		

Policy Statement
This policy defines the college's grading scale and criteria for rounding and GPA calculation.

Purpose
The purpose of the policy is to outline the criteria that faculty use in regard to grading and timeliness of feedback to students.

Definitions
Academic Probation - semester GPA less than 2.0

Procedures
Feedback on graded assignments is provided within seven (7) business days. Final course grades are due five (5) calendar days after the end of the course/semester, with the exception of senior-level courses in the spring and summer semesters. These particular senior-level course grades will be due the Monday following the end of the semester by noon.

Grades/Performance
Grades for coursework and final grades for courses are awarded using the following grade scale:

A - ≥ 93-100	4
B - ≥ 85 - 92	3
C - ≥ 78 - 84	2
D - ≥ 70 - 77	1
F - ≤ 69	0
I - Incomplete	

Competency-based courses may be graded as Satisfactory/Unsatisfactory (S/U). The S/U designation does not carry any quality points and does not factor into overall GPA.

Satisfactory (S) ≥ 78
Unsatisfactory(U) ≤ 77

Grade	Description/Legend	Quality Points
I	Incomplete	n/a
S	Satisfactory (Used for pass/fail courses only; After August 24, 2015)	n/a
U	Unsatisfactory (Used for pass/fail courses only; After August 24, 2015)	n/a
P	Pass (Used for pass/fail courses only; Before August 24, 2015)	n/a
F	Fail (Used for pass/fail courses only; Before August 24, 2015)	n/a
D	Audit (Before July 1, 2009)	n/a
X	Audit (After July 1, 2009)	n/a
TR	Credit by Transfer	n/a
AP	Credit by experience/licensure/certification	n/a
CH	Credit by exam/competency exam	n/a
LOA	Withdrawal from a Program per LOA policy (Before January 2017)	n/a
W	Student withdraws after the add/drop period but before 60% of course completion (After July 1, 2009)	n/a
WP	Withdrawal after 60% with a passing average (After July 1, 2009)	n/a
WF	Withdrawal after 60% with a failing average (After July 1, 2009)	n/a

Grade of Incomplete

Students may be granted an incomplete, at the discretion of the program official, after 90% of the course has been completed and the student is unable to complete the course requirements. An incomplete may be initiated by either the student or the faculty member after 90% of the course is completed but before the course ends. When a student fails to meet the requirements of an incomplete course by the end of the add/drop period for the subsequent semester, the grade will be converted from an "I" to an "F." unless a revised date is approved by the program official.

Dismissal Due to Code of Conduct Violation

Students who are dismissed for code of conduct violations will receive an "F" for all enrolled courses at the time of dismissal.

Student Code of Conduct

All behavioral issues (such as unprofessional conduct, tardiness, excessive absenteeism, etc.) identified in the clinical setting will be addressed via the Student Code Conduct Policy.

GPA Calculation

Grade point averages (GPA) are determined by dividing the total grade points earned by the number of credit hours of completed coursework. Courses with a withdrawal (W) notation and Satisfactory/Unsatisfactory (S/U) grade in required courses are NOT included in the GPA calculation.

Calculate the total number of quality points and divide by the total number of hours attempted.
Grade scale: A – multiply by 4; B – multiply by 3; C – multiply by 2; D – multiply by 1; F – multiply by 0

For any +/- grades, B+ or B-, for example, are both equal to a B (i.e., 3 quality points in this example).

Example

Grades	Credit Hours	Quality Points
A	3	12
A	4	16
B	3	9
B	4	12
C	3	6
C	4	8

Grading/Evaluation Procedures

Class

- Methods of evaluation are determined for each course by the faculty of that course. When tests or assignments are graded, grades will be posted on the learning management system (LMS) in a timely fashion.
    - Grades on assignments and exams are reported with two (2) decimal places. Grades are not rounded up or down on assignments. Assignment grades where the value of the hundredth's position is zero (0) will be reported to the nearest tenth, i.e., 91.50 is reported as 91.5.
    - Final grades are rounded to whole numbers only once in a course, when the final grades are calculated. When the tenth is 5 or greater, the number to the left of that place is rounded up. If the final grade for a course is XX.5 or above, the grade rounds to the next highest whole number. For example, a final course grade of 79.5 is reported as 80.

      Examples of the averages of grades and conversion to a final grade:

Average of all assignments	Final grade
89.23	89
89.45 rounds to 89.4	89
89.54 rounds to 89.5	90
89.25 rounds to 89.2	89

- A failure (D or F) will be reflected in the cumulative GPA. If the course is repeated, the GPA will reflect the higher grade.
- Courses transferred into the program are not computed into the GPA.
- Students enrolled in at least 12 credit hours in a particular semester who receive a 3.5 or better GPA will be awarded Dean's List for that semester.
- Honor designations will be awarded to graduates based on the following scale:
  Summa Cum Laude – 3.86–4.00
  Magna Cum Laude – 3.66–3.85
  Cum Laude – 3.50–3.65
  Students will be required to meet the credit residency requirement for each program in order to graduate.
- All assignments will be graded using percentage points, which will be entered into the LMS gradebook.

Clinical

Clinical evaluations are addressed in separate policies for the School of Nursing, School of Allied Health, and School of Continuing Education.

Assignments

All papers, presentations, and projects will be graded using a rubric. The grading rubric ***must*** align the overall assignment with the course outcomes. The grading rubric may be divided into two (2) overall sections, to include: 1) Content and 2) Communication. Content must account for at least no 80% of the total grade, with a direct link back to the course outcomes. Communication will account for the remaining percentage points of the assignment, but not more than 20%.

- Content may include, but is not limited to, any of the following:
    - Procedure
    - Description of the topic
    - Content of the assignment
    - Analysis of the content being provided
    - Evidence or facts to support the thesis from scholarly sources
    - Interpretation of findings
    - Use of accurate terminology
    - Conclusions and related outcomes (implications and consequences)
- Communication (oral or written) may include, but is not limited to, any of the following:
    - Grammar and spelling
    - Punctuation
    - APA Guidelines (e.g., format, citations, references)
    - Sentence and paragraph structure

- Use of scholarly sources
- Voice and style
- Connection with the audience
- Use of visuals

Assessments/Late Papers/Assignments – Cardiovascular Technology, Medical Assistant, Nursing, and Surgical Technology

- Ten percent (10%) will be deducted per day up to three days following the deadline for submission if prior arrangements have not been made by the student with the faculty. Day 1 starts at midnight.
  - If an assignment was due on 3/21 at 23:59; Day 1 starts at 3/22 midnight or 00:00.
- A zero (0) will be awarded on the fourth day following the deadline for submission, or if prior arrangements have not been made.
- Late policy applies when students cannot access their course for any reason unless prior arrangements have been made.
- Students who miss a proctored assessment without prior approval from the instructor prior to the proctored assessment open date/time will receive a zero (extenuating circumstances will be reviewed on a case-by-case basis).

Late Papers/Assignments – Patient Care Technician and Monitor Surveillance

- Late assignments are not accepted. Students will receive a zero (0) for any graded assessments (quiz, test, and assignments).
- Late policy applies when students cannot access their course for any reason unless prior arrangements have been made.

ATI Assessment – Department of Nursing

See ATI Curriculum Integration Plan Policy under School of Nursing

Dean's List

Students enrolled in at least 12 credit hours in a particular semester who receive a 3.5 or better term GPA will be awarded Dean's List for that semester.

Approval Process:

1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures

ATI Curriculum Integration Plan Policy
Student Code of Conduct Policy
Clinical Evaluation Policies for School of Nursing and School of Allied Health
General Admissions Policy

Policy Title: Graduation		
Department: Student Services	**Owner:** Assistant Dean of Student Services	**Original Date:** May 2009
Review Date: May 2023, May 2024	**Revision Date** 2010, 2011, 2012, 2013, 2014, June 2015, July 2016, April 2017, June 2017, March 2018, April 2019, April 2021, October 2021, May 2022, September 2024	**Effective Date:** May 2009, 2010, 2011, 2012, 2013, 2014, June 2015, July 2016, April 2017, June 2017, August 2018, August 1, 2019, August 2021, August 2022, October 2024
Audience: Students		

Policy Statement
In order to be eligible to graduate and participate in graduation-related ceremonies, students must meet specific requirements.

Purpose
The purpose of this policy is to outline the specific requirements students must complete in order to graduate and participate in graduation-related ceremonies. Additionally, this policy outlines the requirements for degree-seeking students who wish to participate in the commencement ceremony.

Definitions
None

Procedures
Sentara College of Health Sciences graduates certificate programs multiple times per year and degree programs at the end of each semester. The Commencement Ceremonies for degree-seeking students are held in May and August (for those graduating in August).

Required action steps	***Performed by***	***Supplemental guidance***
Students are responsible for ensuring all requirements for graduation are satisfied, including the conditions stated below: • Completion of all prescribed programmatic requirements with a minimum cumulative grade point average of 3.0 (graduate programs) or 2.0 (undergraduate). • Complete the graduation application (degree programs only). • Satisfy all financial obligations to the college. • Return all borrowed books, articles, etc. to the library and/or college. • Return Sentara College student ID badge. • Complete the mandatory financial aid exit counseling if a federal direct student loan was received while enrolled at Sentara College.	All students	
Students who wish to participate in the commencement ceremony must also: • Complete and comply with all requirements/deadlines outlined on the	Degree program students	

Graduation & Commencement Info Site. The site can be accessed via the current students' page on the college's website under Office of the Registrar. Failure to complete the graduation requirements by the deadline will result in the student not being cleared for graduation. Students should contact the Office of the Registrar immediately for further instructions. Additionally, failure to complete graduation requirements may impact participation in the commencement exercises.		
Special Considerations: • Students who graduate at the end of the fall term will be able to participate in the following year's May Commencement Ceremony. • Students who are scheduled to graduate at the end of the spring term but receive an incomplete grade(s) will remain eligible to participate in that year's commencement ceremony. Any incomplete grade(s) must be rectified as per the Grading Policy. The student has not officially graduated from the college and as such is not eligible to receive the following: diploma, honor cord, honor designation in the ceremony program, program pin, or any other designation/award/status/etc.	Degree program students	

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Graduation & Commencement Info Site
Grading/Grades Policy

Policy Title: Grievance Policy		
Department: Office of the President	**Owner:** President	**Original Date:** May 2009
Review Date: March 2019, April 2020, May 2022, May 2024, September 2024, March 2025	**Revision Date:** August 2010, January 2011, May 2011, July 2011, October 2012, August 2013, July 2014, February 2016, June 2018, October 2018, September 2019, May 2023, November 2023, September 2024	**Effective Date:** May 2009, August 2010, January 2011, May 2011, July 2011, October 2012, August 2013, July 2014, February 2016, August 2018, October 22, 2018, October 2019, August 2021, August 2022, August 2023, November 2023; October 2024
Audience: Visitors, Prospects, Students, and Former Students		

Policy Statement
Sentara College of Health Sciences (Sentara College) is committed to fostering a community of respect and civility among all of its members. This policy outlines the options available to individuals to resolve an issue or complaint. Instances in which the policy may be used include, but are not limited to, complaints regarding Sentara College faculty, staff and/or other members of the College Community. The Title IX (Sexual Misconduct) policy will prevail in Title IX cases.

Purpose
An issue or complaint may be filed by visitors, prospects, students, and former students who have already exhausted the Informal Resolution Procedure described below. They may opt to follow internal procedures for resolution and/or file a complaint with one or more agencies recognized by the college. This policy also identifies external agencies who may be contacted to file a complaint following efforts to resolve through internal processes and procedures. This policy applies to visitors, prospects, students, and former students.

Failure by an individual(s) to comply with this policy during the course of a complaint may result in the waiving of the individual's rights under the Grievance Policy.

Definitions
Grievance/Complaint - Grievances or dissatisfaction with the college that may or may not be resolved informally or by an existing procedure.

Complainant - An individual who brings forward an issue or complaint as covered by this policy.

Respondent - An individual(s) accused of a policy violation or responsible for a situation as covered by this policy.

Informal Resolution Procedure
Informal resolution is a voluntary, remedies-based, interaction between or among affected Parties that balances support and accountability. Informal resolution processes aim to identify and repair harm in the community, restore wellness, and promote communication, engagement, and cooperation.

Sentara College desires to resolve issues and complaints in a fair and amicable manner within a reasonable time frame in accordance with College policies and procedures. If the issue or complaint cannot be resolved through typical channels, the individual may proceed to the Grievance Procedure.

Individuals may invoke the Grievance Procedure only after making a reasonable effort to resolve the issues or concerns amicably by communicating directly with the individual(s) involved and if necessary, following the chain of command by speaking with the next level(s) of leadership. When attempts to resolve issues or complaints through open dialogue and the use of chain of command remain unsuccessful, the Grievance Procedure may be invoked.

Grievance Procedure:

Required action steps	***Performed by***	***Supplemental guidance***
Individuals must submit a grievance by using the Sentara College's Freshdesk Ticketing System.	Complainant	Freshdesk Ticketing System
When the grievance has been received a conference will be scheduled. This conference will provide an opportunity for full disclosure of the issue or complaint.	College Official	
The college official will conduct an investigation after the conference is held. This investigation may last up to a maximum of 30 calendar days. The investigation may include a review of relevant evidence, interviews of all relevant parties and witness which may include an additional conference with the complainant.	College Official	
A disposition will be rendered within seven (7) calendar days from the completion of the investigation. This disposition will be final and cannot be further pursued through the college.	College Official	

Retaliation
It is a violation of this policy to retaliate against individuals who reports or assists in making a complaint or who participates in an investigation in any way. Individuals who believe they have been retaliated against in violation of this policy should make their concerns known to College Official that handled their issue or complaint.

Unresolved Complaints
Complaints that remain unresolved after working through the College's Grievance Procedure may be filed with external agencies. The information below provides the list of appropriate agencies. Directions for filing a complaint may be found on the respective agency's website.

State Council of Higher Education for Virginia (SCHEV)
101 N. 14th St., 10th floor
James Monroe Building
Richmond, VA 23219
804-225-2600
www.schev.edu

Sentara College of Health Sciences is accredited by the Accrediting Bureau of Health Education Schools (ABHES). Complaints related to accreditation requirements may be submitted in writing using ABHES complaint form, that can be retrieved from https://complaintsabhes.com/

Accrediting Bureau of Health Education Schools (ABHES)
6116 Executive Blvd, Suite 730
North Bethesda, MD 20852
P: 301-291-7550

Nursing Programs
If you are a student, former student, potential student, faculty, or any other interested party and you have a concern about an accredited nursing program, please contact the following:
Commissions on Collegiate Nursing Education (CCNE)
655 K Street, NW, Suite 750

Washington, DC 20001
P: 202-887-6791
F: 202-887-8476
https://www.aacnnursing.org/ccne-accreditation

Cardiovascular and Surgical Technology Programs
If you are a student currently enrolled in an accredited cardiovascular or surgical technology program or you are a former student, potential student, faculty or any other interested party and you have a concern about a Commission on Accreditation of Allied Health Programs (CAAHEP) accredited program, please read the Complaint Policy. If after reading the policy, you wish to file a complaint please file a complaint using the link: https://www.caahep.org/contact-us-2/complaints.

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
Title IX Policy and Procedure Governing Students and Employees Policy
Professional Code of Conduct Policy
Final Course Grade Policy
Appeal and Formal Complaint Process for Americans with Disabilities

Policy Title: Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA)		
Department: Institutional Effectiveness, Compliance, and Distance Learning	**Owner**: Dean of Institutional Effectiveness, Compliance, and Distance Learning	**Original Date:** May 2009
Review Date: May 2020, May 2022, May 2023, May 2024	**Revision Date:** July 2012, June 2014, April 2016, June 2018, July 2025	**Effective Date:** May 2009, July 2012, June 2014, April 2016, August 2018, August 2021, August 2022, August 2025
Audience: Faculty, Staff, and Students		

Policy Statement
This policy outlines Family Educational Rights and Privacy Act (FERPA) rights, responsibilities, and requirements for all individuals.

Purpose
The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to inspect and review their children's education records, the right to seek amendment of the education records, and the right to control the disclosure of the education records to others. When a student turns 18 years old or enters a post-secondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Definitions
None

Procedures
Students have the following rights under this law:

1. Inspect and review the content of the student's education records. The college shall comply with a request for access to records within a reasonable period of time, but not more than 45 days after the written request has been received. The student should submit the request to the Office of the Registrar. The written request can be sent as an attachment through email to reg@batten.edu If the student has questions about the content of their record, they may submit a written request for explanation to the college.
2. Request an amendment of records in writing to the registrar. If the college decides not to amend the record as requested, the college will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. Under FERPA, the amendment procedure may not be used to challenge a grade, an opinion, or a substantive decision made by the college about an eligible student. If FERPA's amendment procedures are not applicable to an eligible student's request for the amendment of educational records, the college is not required under FERPA to hold a hearing on the matter. If denial is upheld, the student may include a statement with the record.
3. Under FERPA, the school may not generally disclose personally identifiable information from an eligible student's education record to a third party unless the eligible student has provided written consent. There are a number of exceptions to this statement, including:
    - FERPA allows school officials to access personally identifiable information provided the individual has a legitimate educational interest
    - FERPA allows a school to disclose to another school personally identifiable information if the student is seeking to enroll in the school requesting the information
    - FERPA permits disclosure of personally identifiable information when the disclosure is in connection with financial aid for which the student has applied or has received

    - FERPA allows for disclosure in connection with an audit or evaluation from a federal or state accreditation agency, in connection with a crime of violence, or to comply with a judicial order or subpoena
4. Complaints concerning alleged failures by the college to comply with FERPA may be filed with the Student Privacy Policy Office (SPPO) of the U.S. Department of Education at the following address:

   U.S. Department of Education
   Student Privacy Policy Office
   400 Maryland Ave., S.W.
   Washington, DC 20202-5920

School officials are allowed to review a student's education record as needed in order to fulfill their professional responsibilities.

FERPA allows disclosure of personally identifiable information without consent under certain circumstances – examples include:

- FERPA permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a post-secondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.
- The college may disclose personally identifiable information without consent to appropriate parties in connection with a health or safety emergency and legal request.

FERPA also allows for disclosure of directory information, without consent, including student name, address, email address, telephone number, photograph, date* and place of birth, field of study, dates of attendance, degrees/awards, and enrollment status. Sentara College student data such as student name, program, and email address are housed in the Sentara College student information system. In the Sentara College learning management system, students have control over the personal information entered with the exception of name, email address, and program/course. Students wishing to restrict information released in the directory must notify the Office of the Registrar in writing before the first day of class.

* It is the practice of the college to not release a student's date of birth except as required by law or as a validation of positive identification of a student when furnished by a person making an inquiry.

Annual notification of student rights under FERPA is accomplished by the annual update of the catalog and student handbook. Students have continuous access to this document through the Sentara College learning management system and www.sentara.edu and may print one at any time for their own reference.

During enrollment, students will sign a Notification of Release of Information and Permission and Release Form for Photos and Recorded Presentations.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Family Educational Rights and Privacy Act

Policy Title: Hazing		
Department: Institutional Effectiveness and Compliance	**Owner:** Dean of Institutional Effectiveness and Compliance	**Original Date:** May 2025
Review Date: April 2026	**Revision Date:** July 2025	**Effective Date:** August 2025
Audience: Faculty, Staff, Students, and Volunteers		

Policy Statement
Sentara College of Health Sciences (Sentara College) is committed to maintaining an educational environment that promotes the health and safety of its students, which includes taking a firm stance against hazing.

Purpose
The purpose of this policy is to identify Hazing as prohibited conduct; outline relevant procedures for reporting, investigating, and resolving Hazing allegations; and outline sanctions that may be imposed for Hazing. The policy also provides information on applicable local, State, and Tribal laws related to Hazing; outline the College's prevention and awareness programs related to Hazing; and addresses how the College will maintain and make available a Campus Hazing Transparency Report as well as a public website addressing Hazing.

Scope
This policy applies to all Sentara College of Health Sciences' (Sentara College) students, faculty and staff regardless of location. Hazing is prohibited both on and off-campus, in all official and unofficial activities, including (but not limited to) those activities related to organizational membership, team bonding, or social functions.

1. Applicable Federal and State Jurisdictional Laws:
    - Public Law 118-173, otherwise known as the Stop Campus Hazing Act, was enacted on December 23, 2024. The law amended the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, § 485(f) of the Higher Education Act of 1965, as amended (HEA), which it also renamed the Jeanne Clery Campus Safety Act (Clery Act). The Stop Campus Hazing Act requires each domestic institution of higher education that participates in federal financial assistance programs authorized under Title IV of the HEA to comply with certain policy, disclosure, and prevention requirements related to Hazing involving student organizations.
    - Virginia Code §18.2-56 – Hazing unlawful; civil and criminal liability; duty of school, etc., officials; penalty:

      It shall be unlawful to haze so as to cause bodily injury, any student at any school or institution of higher education.

      Any person found guilty thereof shall be guilty of a Class 1 misdemeanor.

      Any person receiving bodily injury by hazing shall have a right to sue, civilly, the person or persons guilty thereof, whether adults or infants.

      The president or other presiding official of any school or institution of higher education receiving appropriations from the state treasury shall, upon satisfactory proof of the guilt of any student hazing

another student, sanction and discipline such student in accordance with the institution's policies and procedures. The institution's policies and procedures shall provide for expulsions or other appropriate discipline based on the facts and circumstances of each case and shall be consistent with the model policies established by the Department of Education or the State Council of Higher Education for Virginia, as applicable. The president or other presiding official of any school or institution of higher education receiving appropriations from the state treasury shall report hazing which causes bodily injury to the attorney for the Commonwealth of the county or city in which such school or institution of higher education is, who shall take such action as he deems appropriate.

For the purposes of this section, "hazing" means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity. Hazing shall be reported to the Commonwealth's Attorney for the City of Chesapeake for possible criminal prosecution.

Findings of violation of this policy or of federal or state laws pertaining to hazing shall be published on Sentara College of Health Sciences' website as required by Virginia Code § 23.1-822.

Hazing prevention training will be made available to student organization advisors and current, new, and potential members as required by Virginia Code §23.1-820 (known as Adam's law).

Definitions

The following definitions shall be used for purposes of including Hazing incidents in the crime statistics the College reports in the Annual Security Report] (as required by 20 U.S.C. 1092(f)(1)(F)(iv)) and to the U.S. Department of Education (as required by 20 U.S.C. 1092(f)(5)). Furthermore, the definition of "student organization" also applies everywhere in this policy the phrase "student organization" is used.

1. Hazing means "any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:
    - is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
    - causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including:
        - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
        - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
        - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
        - causing, coercing, or otherwise inducing another person to perform sexual acts;
        - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
        - any activity against another person that includes a criminal violation of local, State, Tribal or Federal law; and
        - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law." *20 U.S.C. 1092(f)(6)(A)(vi)
2. Student organization means "an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two (2) or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution." *20 U.S.C. 1092(f)(6)(A)(vii).

Reporting Statistics
Annually, Sentara College of Health Sciences will compile statistics for incidents of Hazing reportedly occurring on or within the College's Clery Geography that were reported to a Campus Security Authority or local law enforcement agency. Such Hazing statistics will be compiled using the definition of Hazing published in "Definitions, Section 1" of this policy.

1. Annual Security Report. Hazing statistics for the three (3) most recent calendar years for which data are available will be disclosed in the College's Annual Security Report. *20 U.S.C. 1092(f)(1)(F)
    - The Stop Campus Hazing Act requires colleges and universities to begin to collect statistics on Hazing incidents no later than January 1 of the first year after the law's enactment (i.e., beginning January 1, 2025). Therefore, the College will disclose Hazing statistics for the first time in the 2026 Annual Security Report] for the 2025 calendar year only. Each subsequent Annual Security Report] will record Hazing statistics in the applicable calendar year in which the Hazing incident was reported to a Campus Security Authority or local law enforcement agency. However, statistics will not be recorded for Hazing incidents reported prior to 2025.
2. Reporting to the U.S. Department of Education. The College will disclose Hazing statistics in the data reported to the U.S. Department of Education (ED) via the annual Campus Safety and Security Survey, no later than the date specified annually by ED. *20 U.S.C. 1092(f)(5)
3. Calculating the Number of Hazing Incidents. Hazing statistics shall be compiled per each single Hazing incident and in accordance with the definition of Hazing published in "Definitions, Section 1" of this policy. If the same person or persons commit more than one Hazing act, and the time and place intervals separating each such act are insignificant, such acts shall be reported as a single Hazing incident. If, however, the time and place intervals separating each such act are significant, each act shall be reported as a separate Hazing incident. *20 U.S.C. 1092(f)(7)

Prohibited Conduct
Hazing, as defined in this section, is expressly prohibited under this policy. For purposes of holding students, faculty, staff, and student organizations accountable for reported Hazing incidents, the College defines Hazing as:

1. Any intentional, knowing, or reckless act committed by a person (whether individually or in concert with other persons) against another person or persons regardless of the willingness of such other person or persons to participate, that:
    - is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in, a student organization; and
    - causes or creates a risk, above the reasonable risk encountered in the course of participation in the institution of higher education or the organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury including:
        - whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
        - causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
        - causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
        - causing, coercing, or otherwise inducing another person to perform sexual acts;
        - any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
        - any activity against another person that includes a criminal violation of local, State, Tribal or Federal law; and
        - any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, State, Tribal, or Federal law. *20 U.S.C. 1092(f)(6)(A)(vi)
2. Hazing also involves any other activity not addressed by (i) of this definition that is expected of someone joining or participating in a student organization that humiliates, degrades, abuses, or endangers them, regardless of a person's willingness to participate. This includes, but is not limited to, the following:
    - Hazing may be physical, verbal or psychological

- Physical hazing may take the form of:
  - physical activity used to harass, punish, or harm an individual
  - brutality of a physical nature (paddling, whipping, beating, forced or encouraged calisthenics, burning, branding, or tattooing any part of the body)
  - exposure to potentially dangerous or hazardous circumstances;
  - tests of physical endurance, which may include sleep deprivation or activities requiring abnormal stamina;
  - spraying, painting, or pelting with any substance;
  - physically limiting activities, which include burying in any substance, confinement, binding, or preventing an individual from moving on their own, and/or servitude;
  - nudity with the intent or potential to cause embarrassment;
  - forcing or encouraging consumption of any food, liquor, drug, or other substance, legal or illegal, and regardless of the amount being consumed;
  - wearing, in public, of apparel which is conspicuous and/or indecent; or
  - any conduct which removes a student from campus or related activities with no or limited ability to return to campus or the activity.

3. Retaliation against any person who: reports Hazing, is the victim of Hazing, witnesses Hazing, participates in an investigation related to Hazing, or otherwise is involved in implementing any aspect of this policy is strictly prohibited and a violation of this policy.

Disciplinary Authority

1. Only student organizations that are recognized by, registered with, or established by the College shall be subject to Sentara College's disciplinary authority. Sentara College reserves the right to hold a sub-group of an organization accountable for Hazing policy violations, rather than the entire student organization, when circumstances reasonably indicate a sub-group, not the entire student organization, committed a Hazing policy violation.
2. While student organizations that are not recognized or established by Sentara College are not subject to the College's disciplinary authority, individuals who engage in any prohibited conduct outlined in this policy will be held accountable regardless of whether the student organization in which the Hazing activities occurred is recognized by, registered with, or established by the institution.
3. While each report will be evaluated on a case-by-case basis, the College generally considers the following non-exhaustive criteria when determining whether conduct might reasonably be associated with a student organization:
   - The conduct is sanctioned by the student organization and/or any of its officers ("sanctioned by" may include, but is not limited to, the following: active or passive consent or encouragement; having prior knowledge that the conduct was likely to occur; or helping to plan, advertise, or promote the conduct); or
   - The conduct is committed during the course of an activity financed by the organization, or financed as a result of one (1) or more members of the student organization contributing personal funds in support of the activity or conduct in question; or
   - The conduct occurred on property owned, controlled, rented, leased, or used by the organization or any of its members; or
   - The purpose of the activity was related to initiation, admission into, affiliation with, or as a condition for continued membership in the student organization; or
   - Non-members of the student organization learned of the activity through members, advertisements, or communications associated with the student organization, or otherwise formed a reasonable belief that the conduct or activity was affiliated with or sanctioned by the student organization; or
   - Members of the student organization attempted to conceal the activity or protect other members who were involved; or
   - One (1) or more officer(s) of the organization had prior knowledge or reasonably should have known that the incident would take place.

Reporting Hazing

Any individual who experiences or witnesses Hazing is strongly encouraged to report the incident immediately. Any

incident involving an in-progress crime or emergency should be reported immediately to the local law enforcement agency with jurisdiction by dialing 911.

1. Reporting Options
   Reports can be made in person, by phone, or by email using the contact information below. The identity of individuals who report Hazing will not be shared to the fullest extent possible.
   - Any member of the college community who is subjected to, observes, or becomes aware of conduct believed to be hazing, shall report it to one of the following:
     - Administrator On-call: 757-388-6275, Option 1
     - Center for Student Success: 757-388-2875
     - Online Reporting: https://sites.google.com/sentara.edu/complaints/

     Reporting suspected violations of this policy is of primary importance. Alcohol and/or drug violations should not deter reporting or cooperating in an investigation or adjudication of hazing incidents. Disciplinary action under this policy or for personal consumption of drugs or alcohol, will not be taken against a non-participating bystander who reports in good faith in advance of or during an incident of hazing that causes, or is likely to cause, injury to a person.

2. Support and Resources
   Any individual who is affected by Hazing is encouraged to seek support.
   On and Off Campus Resources for Students

Resource Type	***Name of Resource***	***Contact Information for Resource***
Health	This resource is not available on campus. Students should seek medical attention at a local hospital or a primary care physician.	See the list below.
Counseling, Mental Health, Victim Advocacy	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Other Services Available	Center for Student Success, Victoria Brioso-Ang	Phone: 757-388-2864 studentsuccess@sentara.edu

3. *On and Off Campus Resources for Employees*

Resource Type	***Name of Resource***	***Contact Information for Resource***
Health	This resource is not available on campus. Students should seek medical attention at a local hospital or a primary care physician.	See the list below.
Counseling, Mental Health, Victim Advocacy	Batten University Employee Assistance Program	Phone: 844-451-1579 https://www.batten.edu/about/campus-offices/human-resources/benefits-overview
Other Services Available	Batten University Human Resources	Phone: 757-455-3316

Sentara College of Health Sciences encourages individuals who need immediate medical attention to visit any emergency department at any area hospital. Here is a list of local facilities who provide urgent / emergent care:

- Sentara Albemarle Medical Center, 1144 N Road St, Elizabeth City, NC 27909 (252-335-0531)
- Sentara BelleHarbour, 3920A Bridge Rd., Suffolk, VA 23435 (757-983-0000)
- Sentara Independence, 800 Independence Blvd., Virginia Beach, VA 23455 (757-363-6100)

- Sentara Leigh Hospital, 830 Kempsville Rd., Norfolk, VA 23502 (757-261-6000)
- Sentara Norfolk General Hospital, 600 Gresham Dr., Norfolk, VA 23507 (757-388-3000)
- Sentara Obici Hospital, 2800 Godwin Blvd., Suffolk, VA 23434 (757-934-4000)
- Sentara Virginia Beach General Hospital, 1060 First Colonial Rd., Virginia Beach, VA 23454 (757-395-8000)
- Bon Secours Health Center at Harbour View, 5818 Harbour View Blvd., Suffolk, VA 23435 (757-673-5800)
- Bon Secours Maryview Medical Center, 3636 High St., Portsmouth, VA 23707 (757-398-2200)
- Chesapeake Regional Medical Center, 736 N Battlefield Blvd., Chesapeake, VA 23320 (757-312-8121)

Procedures
Upon receipt of a report alleging Hazing, the Dean of Institutional Effectiveness & Compliance, or designee, will review the report and determine if the alleged behavior, as described in the report, would constitute Hazing as defined in this policy. The Dean of Institutional Effectiveness & Compliance, or designee, will also determine which College official(s) or office(s) have jurisdiction over the respondent(s). As it relates to the College's Hazing policy, the term "respondent" refers to a student, a recognized or registered student organization, or an employee who is alleged to have engaged in Hazing.

The Dean of Institutional Effectiveness & Compliance, or designee, is empowered to take reasonable steps to obtain additional information that may be necessary to determine if a policy violation has been alleged or to determine if an investigation is warranted. The Dean of Institutional Effectiveness & Compliance may consult with applicable College officials when determining which individual(s) or office(s) have jurisdiction over the respondent(s). When determining jurisdiction, the Dean of Institutional Effectiveness & Compliance, or designee, will consider:

- the nature of the alleged conduct,
- the circumstances of the report, and
- whether the respondent is a person or student organization subject to the College's conduct standards.

These factors will also inform whether the procedures outlined in the Professional Code of Conduct will be utilized to resolve the alleged misconduct. Allegations of Hazing involving a student or a student organization that is officially recognized by, or registered with, the College will be resolved using the procedures outlined in the Professional Code of Conduct. Allegations involving other respondents will be resolved using the policies and procedures applicable to the respondent's status.

Interim Action
In response to the report, the Dean of Institutional Effectiveness & Compliance, or designee, may impose an interim administrative action on a respondent prior to the resolution when a threat of imminent harm to persons or property exists, and/or there is potential for significant disruption to the community that exists during the course of investigation. If the respondent is an employee, the applicable College official(s) may impose interim administrative action consistent with the policies and procedures applicable to the employee.

Interim action is not a sanction. It is taken in an effort to protect the safety and well-being of individuals and the College community. Interim administrative action is preliminary in nature; it is in effect only until there is a resolution of the matter. The respondent may challenge the interim action in writing to the next level of conduct authority within five (5) days of the imposition of the interim action. The interim action will be in effect during the challenge.

Restrictions that may be imposed include:
1. exclusion from campus;
2. limitation of privileges; and/or
3. no contact orders.

Investigation
If an investigation is warranted, the Dean of Institutional Effectiveness & Compliance, or designee, shall appoint one (1) or more investigators to conduct a prompt, thorough, and impartial investigation. External investigators may be appointed at the discretion of the Dean of Institutional Effectiveness & Compliance. Reports of alleged Hazing that also allege violations of the College's Title IX Policy and Procedure Governing Students and Employees will be coordinated between

the Dean of Institutional Effectiveness & Compliance, or designee), and the Assistant Dean of Student Services to determine the appropriate investigation and/or resolution procedures.

The respondent (typically the president for a registered/recognized student organization, or its equivalent for an established organization) will be sent a written notice of the allegations by way of their College supplied e-mail account. If the student organization has a national or oversight entity, that entity may be apprised of the College's investigation at the discretion of the Dean of Institutional Effectiveness & Compliance. The national or oversight entity cannot speak on behalf of or represent the student organization.

Reasonable efforts will be made to complete the investigation in a timely manner. Typically, the College will aim to complete an investigation into allegations of Hazing within 45 business days of providing written notice of the investigation to the respondent, though investigations may extend beyond 45 business days as circumstances require.

During the investigation, the respondent will be provided with an opportunity to: provide information through an in-person or virtual interview, submit a written account, provide the names of incident witnesses for possible interviews with the investigator(s), provide witness statements, and provide any documentation that may be relevant to the facts of the allegations. However, the investigator(s) may consider information from any sources the investigator(s) deem relevant and credible. The investigator(s) will make reasonable efforts to obtain relevant supporting documentation related to the allegations from other College official(s) or available resources.

Upon completion of the investigation, the investigator(s) will prepare an investigation report. The investigation report will summarize the information gathered and include detailed findings-of-fact regarding the behaviors in question.

The investigator(s) will determine whether each respondent violated the College's Hazing policy and document these findings in the investigation report. The Dean of Institutional Effectiveness & Compliance will impose appropriate sanctions in accordance with the Professional Code of Conduct for students or student organizations found to have violated the College's Hazing policy. If the Professional Code of Conduct does not provide the investigator(s) with sanctioning authority over a respondent, the investigation report will be forwarded to the College official(s) authorized to impose appropriate sanctions.

All respondents will be informed, in writing, of the College's findings and any sanctions imposed. Any opportunity for the respondent to appeal will follow the relevant policies and procedures applicable to the respondent.

Sanctions
Respondents who violate the College's Hazing policy will be subject to conduct sanctions, which may include probation, loss of privileges, loss of recognized/registered status, mandatory training or education, suspension, expulsion, administrative leave, revocation of tenure, or termination. Respondents can also face sanctions under other College policies as well as criminal or civil penalties imposed under applicable law.

Jurisdictional Laws
In addition to the College's Hazing policy, members of the campus community should be aware of applicable jurisdictional laws pertaining to Hazing.

1. Local Laws. There are no applicable local laws relating to Hazing in the College's jurisdiction.
2. State Laws. Included in Scope, Section A.b of this policy.
3. Tribal Laws. There are no applicable Tribal laws relating to Hazing in the College's jurisdiction.

Campus Hazing Transparency Report
Sentara College shall publish a Campus Hazing Transparency Report ("Transparency Report") that summarizes findings concerning any student organization established or recognized by the College that has been found to be in violation of the SCOHS's Hazing policy. *20 U.S.C. 1092(f)(9)(A)

1. *Availability.* The Transparency Report shall be published in a prominent location on the public website of the College, as specified in Section 10 of this policy. *20 U.S.C. 1092(f)(9)(D)
2. *Report Contents.* The Transparency Report shall include, at a minimum, the following information for each incident in which a student organization was found to be in violation of the College's Hazing policy:

- the name of the student organization;
- a general description of the violation that resulted in a finding of responsibility;
- whether the violation involved the abuse or illegal use of alcohol or drugs;
- the findings of the institution;
- any sanctions placed on the student organization by the College;
- the date on which the incident was alleged to have occurred;
- the date on which the investigation into the incident was initiated;
- the date on which the investigation ended with a finding that a Hazing violation occurred; and
- the date on which the College provided notice to the student organization that the incident resulted in a Hazing violation. *20 U.S.C. 1092(f)(9)(A)(iii)(I-III)

The Transparency Report will include a description of the purposes of, and differences between, the Transparency Report and the Hazing statistics published in the Annual Security Report]. *20 U.S.C. 1092(f)(9)(E)

3. *Privacy.* The Transparency Report shall not include any personally identifiable information, including any information that would reveal personally identifiable information, about any individual student in accordance with section 444 of the General Education Provisions Act (commonly known as the Family Educational Rights and Privacy Act of 1974, or FERPA). *20 U.S.C. 1092(f)(9)(C)
4. *Report Maintenance.* The Transparency Report will be updated not less than two (2) times each year for the period beginning on the date on which the Transparency Report was last published and ending on the date on which such update is submitted. *20 U.S.C. 1092(f)(9)(A)(iii)
    - Updates to the Transparency Report will be published as soon as practicable following the final determination that a student organization violated the College's Hazing policy.
    - Typically, the College will publish an updated Transparency Report by no later than June 15 and December 15 each year. If either date falls on a day the College is closed, an updated Transparency Report will be published on the next business day.
    - All updates to the Transparency Report shall remain in the report published on the public website for no less than five (5) calendar years following publication of such updates. *20 U.S.C. 1092(f)(9)(D)(iii)
    - *Recordkeeping.* Sentara College shall maintain a copy of each updated Transparency Report for no less than seven (7) calendar years following publication of the Transparency Report, in accordance with applicable Federal record retention requirements. *34 C.F.R. § 668.24(e)(3)(ii)

Hazing Website

Sentara College is in the process of developing a dedicated webpage on the College's public website to address the requirements listed below:

1. *Program Contents.* Hazing prevention and awareness programs are informed by research, campus-wide in scope, and address various topics, including:
    - the College's definition of Hazing, including a clear statement that the College prohibits Hazing;
    - the definition of Student Organization, as it applies to the College's Hazing policy;
    - how to report Hazing;
    - the process the College will use to investigate reports of Hazing;
    - information on applicable local, State, and Tribal laws regarding Hazing; and
    - primary prevention strategies intended to stop Hazing before it occurs.

These programs are expected to be implemented by the end of the Fall 2025 Term and will provide comprehensive education and support in alignment with applicable regulatory and institutional standards.

Involvement of Sentara College Clery Compliance Officer

In meeting these requirements, Sentara College shall consult the Clery Compliance Officer to ensure that any policies, procedures, statistics, reports (including the Transparency Report), or other disclosures developed or updated to comply, in whole or in part, with the Stop Campus Hazing Act fully address the requirements of the Clery Act.

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
Public Law No: 118-173 (12/23/2024) Stop Campus Hazing Act
Virginia Code §18.2-56
Virginia Code § 23.1-819-822
Professional Code of Conduct

Policy Title: Health and Student Responsibility		
Department: Enrollment Services	**Owner:** Assistant Dean of Enrollment Services	**Original Date** May 2009
Review Date: May 2022, May 2023	**Revision Date:** 2010, 2011, 2012, 2013, 2014, May 2016, May 2017, July 2018, March 2019, April 2020, July 2024	**Effective Date:** 2010, 2011, 2012, 2013, 2014, May 2016, May 2017, August 2018, August 2019, August 2020, August 2021, August 2022, August 2024
Audience: Prospective and Returning Students		

Policy Statement
Students must meet Employee Health requirements of all clinical facilities. The enrollment requirements are outlined in the catalog. Students are responsible for any and all health care costs associated with accidents/injuries while on campus or on the hospital clinical unit.

Purpose
The purpose of the policy is to ensure the safety of our patients and our students.

Definitions
Employee Health – Sentara Health's Employee Health serves as a resource for the college. New health requirements are communicated from Employee Health to the college. Additional resources include Children's Hospital of the King's Daughters and Chesapeake Regional Medical Center.

Procedures
Annual Health Requirements
It is the student's responsibility to annually update their tuberculosis skin (PPD) or blood testing as required. All students must submit an updated Negative Chest X-ray with a Positive PDD Follow Up Form, or a CDC Health Risk Assessment completed by the student's HCP if unable to provide a negative skin or blood test for the annual renewal. It is the responsibility of a student currently employed by Sentara to provide documentation of initial tuberculosis (TB) testing and/or annual TB updates. BLS (CPR) for Healthcare Providers must be current while enrolled in the college. The student is responsible for submitting all documentation as required. Students may also be required to obtain other vaccines/tests as required by the clinical facilities and must submit the documentation.

Annual Influenza Vaccine Requirements (Current Flu Season usually mid-fall to mid-spring)
Sentara College of Health Sciences is required to follow Sentara's policy on influenza immunization. All Sentara College of Health Sciences students shall be required to obtain a flu vaccine. Students shall provide evidence of influenza vaccination prior to the due date and shall not go to clinical without a flu vaccine.

Clinical Experience Guidelines
During clinical experiences, a student may be assigned to clients with an infectious and/or communicable disease. Students will be oriented to and must maintain knowledge of infection control guidelines, isolation requirements and all precautions related to blood-borne and airborne pathogens in order to provide care to clients.

Healthcare professionals have a fundamental responsibility to provide care to all clients assigned to them. Refusal to care for a patient is contrary to professional ethics. Faculty counseling will be provided to students who refuse to care for any assigned client. Such cases will be handled as individual instances in which students have not met course requirements.

Students with known or suspected immune deficiencies must consult with their faculty prior to caring for clients. The

student may be required to have the primary care provider treating the condition complete a Fit for Duty Form (Communicable). Infection with a blood-borne pathogen does not automatically preclude student participation in clinical experiences but will be considered on an individual basis dependent upon the program and the nature of the infection. The college will consult with Sentara Employee Health to determine a course of action that protects the student and client.

Absences
Students absent from lab and/or clinical due to surgery or injury must submit a fit for duty form completed by the primary care provider stating that they may return to school. Absence from class, lab and/or clinical is required for communicable diseases and the student must be cleared for return by submitting a fit for duty form (communicable). The faculty/program official will ensure that the note is forwarded to the Enrollment Services Department.

Students exposed to blood or body fluids during a clinical rotation must:

- Immediately notify the instructor/program official. During clinical OR experiences, surgical technology (ST) students must immediately notify their preceptor, circulator, and program official. Instructions will be provided by the circulator.
- Contact the charge person at the work site and have source patient tested for HIV 1 Antibody (STAT), Hepatitis B Surface Antigen, and Hepatitis C Surface Antibody. The lab tubes to be drawn: (1) 6 ml PINK top tube, (1) 10 ml RED SST tube, and (1) 10 ml PLAIN RED top tube. For ST students, the patient's blood will be drawn by the anesthesia care provider and given to the circulator for disposition. The ST student must contact the charge nurse for any further instructions.
- Obtain Source Patient Lab Requisition from Employee Health or patient care supervisor (n/a for ST).
- Transport the source patient's blood to the nearest Sentara hospital laboratory. Tell the receiving clerk that this is an "exposure" and the HIV test needs to be run STAT (n/a for ST).
- During normal business hours, notify and report to Sentara Employee Health Services (at the hospital where the blood has been delivered). Test results will be called to Employee Health Services. After 4 PM or on weekends/holidays, notify the hospital patient care supervisor as the test results will be called to the patient care supervisor.
- Report to the Employee Health Services office (located in Sentara Hospitals) where the exposure occurred to have baseline studies drawn.
- Complete the following forms:
    - HIV Antibody Blood Testing/Post Exposure Prophylaxis Informed Consent/Declination Form
    - Employee portion of the OH Bloodborne Exposure Summary form
    - Employee Occurrence Report
    - Note – treatment should never be delayed if forms are not able to be completed at time of exposure
- If source patient is known or determined positive for HIV, immediate additional treatment is indicated.
- Prophylactic medications will be most effective immediately following exposure to HIV. In this case, the student should report immediately to the hospital emergency department for treatment.
- If source patient is positive for Hepatitis B and/or Hepatitis C additional treatment may be indicated. Students should consult their primary healthcare provider for follow-up recommendations.
- If the source patient is positive for Hepatitis B, Hepatitis C or HIV, the student should consult with their primary provider regarding the CDC Guidelines.
- All documentation must be submitted to the Enrollment Services Department and will be kept in the student's health record file. Faculty are required to notify the Enrollment Services Department on exposures or injuries.
- The event must also be documented in the online incident reporting system.
- The student is responsible for any costs associated with an exposure.

Infectious Diseases/Communicable Disease
Students with an infectious disease exposure must notify the instructor/program official. If the exposure occurs during class or clinical rotation the student must complete the required documentation according to agency policy. The student will be advised regarding the follow up protocol. The infection control coordinator will be notified by the faculty if any student has a hospital associated infection or communicable disease.

Students exhibiting one or more of the following signs or symptoms of illness while attending the program must inform their faculty/program official and be seen by their primary care provider:

- Jaundice
- Rash
- Infectious skin lesions
- Open draining wounds or skin lesions and weeping dermatitis
- Prolonged upper respiratory infection (more than three [3] weeks duration)
- Conjunctivitis
- Nausea and vomiting (more than one [1] episode)
- Acute diarrhea (more than one [1] episode)
- Fever of unknown etiology
- Flu like symptoms as defined by the CDC

Faculty/Program official will inform the student that they must stay out of the college until cleared by the primary care provider treating the infectious disease. In order to return to college (class or clinical) from an infectious disease, the primary care provider treating the infectious disease must complete the Fit for Duty Form (Communicable). The faculty/program official will review the completed Fit for Duty form, determine if the student can return to class, lab and/or clinical and communicate student status to the Enrollment Services Department. The form must be forwarded to the Enrollment Services Department for inclusion in the student's health record.

Hospitalization, Extended Medical Issues, and Medical LOA

In order to return to courses which have a clinical component following hospitalization, extended medical issue, or medical leave of absence (LOA), the primary care provider (treating the student for the hospitalization or medical LOA) must complete the appropriate Fit for Duty Form (Physical and/or Communicable). This form must be completed prior to return to the college for skills lab or clinical activity. The faculty/program official will review the completed Fit for Duty form, determine if the student can return to clinical and communicate student status to the Enrollment Services Department. If possible, clinical rotations may be adjusted to reasonably accommodate a medical condition. If the student cannot maintain the program's technical standards with reasonable accommodations, the student may be eligible for an LOA (see policy) or may have to withdraw from the program.

Maternity

Students will be allowed to continue their clinical rotation schedules during pregnancy. If there are limitations placed on the student by the primary healthcare provider, these limitations will be reviewed on an individual basis. The student is responsible for having the primary care provider notify the college of the limitations by completion of the Fit for Duty Form (Physical). Post-delivery, the student is responsible for providing a date of return with medical clearance or restrictions using the Fit for Duty Form (Physical) completed by the primary care provider. The faculty/program official will review all completed limitations, determine if the student can return to clinical, and communicate student status to the Enrollment Services Department. If the student is required to wear a radiation monitoring device during clinical rotations, the student must comply with radiation safety requirements.

Latex Allergies

Students with latex allergies must inform their faculty.

Radiation Safety

- All students receive basic radiation safety education.
- Students in the Cardiovascular Technology and Surgical Technology Programs receive additional orientation on radiation safety prior to going to a clinical site. The students are informed of the potential risks of harm from radiation to the student and the fetus. The student is also provided with the Nuclear Regulatory website address to access required reading.
- All students who require radiation monitoring will be provided a radiation monitoring badge at no cost. In the event that the student loses/mishandles the badge, the student must pay for the lost badge.
- Students who require monitoring must wear and store their badge as directed. The badges must be turned in to their program official quarterly and the student will be issued a new badge. Violation of this requirement will result in disciplinary action.

- The exposure reports will become a part of the student's health record.
- Students will not be excluded from clinical rotations due to pregnancy. The program official will review the student's clinical schedule and occupational radiation dose to determine the course of action for the student's schedule. The student may defer clinical training or rotations in areas that would increase the risk of radiation exposure to the fetus. The student may also request a leave of absence if desired.
    - It is the student's responsibility to request the deferment or LOA. No action will be taken until the student officially becomes a "declared" pregnant individual.
    - Students who want to defer clinical training or rotations must "declare" their pregnancy to the program official in writing (the student may later revoke this declaration).
    - The student will complete and sign a Declaration of Pregnancy form and be provided a copy of the Nuclear Regulatory Commission Regulatory Guide 8.13. The plan for the student's program rotations during the "declared pregnancy" will be written and signed by all parties.
    - Contact information for the radiation safety officer will be provided to the student should the student have further questions.
    - The student will receive a fetal badge.
    - All clinical rotations not deferred will be completed as usual. Daily classroom and clinical assignments will be carried out as usual.
    - All didactic courses missed while the student is on leave of absence must be satisfactorily completed by the student prior to the scheduled graduation date, or as agreed to in the student plan devised above.
    - All deferred training and rotations must be satisfactorily completed by the student prior to the scheduled graduation date, or as agreed to in the student plan devised above.

Any questions concerning the above must be addressed to the program official.

All pregnant students are required to read the Regulatory Guide, published by the U.S. Nuclear Regulatory Commission (NPC) before continuing to work in radiation areas. A written signature from the student is required stating that this document has been read and explained.

Incidents/Accidents
Students who are injured while in class or clinical, must notify the instructor/program official and the Enrollment Services Department. A report must be completed in Sentara's Incident Reporting system. To return to college following an injury or accident while in class or clinical, the primary care provider (treating the student for the hospitalization or medical LOA) must complete the Fit for Duty Form Physical. The faculty/program official will review the completed Fit for Duty form, determine if the student can return to skills lab/clinical, and communicate student status to the Enrollment Services Department. If the student cannot maintain the program's technical standards, the student may be eligible for an LOA (see policy) or may have to withdraw from the program.

STUDENTS ARE RESPONSIBLE FOR ANY COSTS GENERATED BY ACCIDENTS/INJURIES, INCLUDING EMERGENCY ROOM VISITS, WHILE IN THE PROGRAM.

Student Benefits:
- Counseling Services: The college counselor is available to all students for personal issues such as family non-support, stress reduction, test anxiety, and for academic issues such as college adjustment, etc. If services are required outside the scope of the counselor's practice, the student will be referred to the appropriate agencies.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Contingency Requirements
Sentara College of Health Sciences' Fit for Duty Form (Physical and Communicable)
Sentara College of Health Sciences' Leave of Absence Policy
Sentara Health STARS Incident Report System on Wavenet

Sentara Health Exposure Follow-up for Non-Sentara Health Workers
Sentara Health Exposure to Communicable Diseases Policy
Sentara Health Healthcare Worker with Potentially Communicable Disease Policy
Sentara Health Non-employed Personnel TB and Immunization Record
Sentara Health Tuberculosis Surveillance and Immunization Requirements for Non-Employed Personnel
Sentara Health Employee Declaration of Pregnancy Form for Radiation Safety
Sentara Health Employee Radiation Monitoring Procedure
Sentara Influenza Vaccination and Prevention Policy
http://www.cdc.gov/niosh/
http://www.nrc.gov/reading-rm/doc-collections/reg-guides/occupational-health/rg/division-8/division-8-1.html

Policy Title: Inclement Weather		
Department: Administration and Finance	**Owner:** Operations	**Original Date** May 2009
Review Date: June 2018, April 2019, April 2020, April 2021, May 2022, May 2023, July 2024	**Revision Date** 2010, 2011, 2012, 2015, June 2017, July 2018, September 2019, April 2026	**Effective Date:** May 2009, 2010, 2011, 2012, 2015, June 2017, August 2018, October 2019, August 2021, August 2022, August 2026
Audience: Faculty, Staff, Students, and Visitors		

Policy Statement
Student and faculty safety shall be the first consideration in determining whether the college is open or closed during inclement weather.

Purpose
The purpose of this policy is to outline the methods of notification and student obligations if the college closes for inclement weather.

Definitions
None

Procedures
When the college is open during inclement weather, students are encouraged to use their own judgment related to attending class/clinical.

Required action steps	***Performed by***	***Supplemental guidance***
On each day of inclement weather, the administrator on call will notify Sentara College IT on call with the decision regarding the status of closing or delay.	Administrator on Call	
Sentara College IT on call will ensure that WAVY TV 10 and Fox 43 TV are updated by **0430** for morning classes/clinical and by **12 noon** for afternoon/evening classes/clinical as to whether the college is open, delayed, or closed due to the weather.	SCOHS IT On-call	Closing/delay notices will air on WAVY TV 10, and Fox 43 TV. In addition, notices will be placed, sent or posted via: • a learning management system announcement. • the emergency notification service (phone, fax, TTY, email, text [standard text messaging rates may apply]). • Sentara College's Facebook page. • Sentara College's Twitter page. • a notification added to www.sentara.edu. Faculty and students need to be aware that there may be a delay in messaging to their phones depending on their service or other issues outside the control of the college.

Since there is universal access to courses, all courses will remain active even if the building is closed due to inclement weather, disaster, etc. This means that course deadlines are in effect for all courses regardless of the delivery mode. Faculty will notify students if any deadlines are extended. Program officials will also determine the need for make-up days.

Students who do not attend classes when the college remains open will be subject to the attendance policy.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Attendance - Students Policy

Policy Title: Information Security		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** May 2016
Review Date: April 2020, April 2021, May 2022, May 2023, May 2024	**Revision Date:** May 2017, April 2018, June 2018, April 2019, April 2026	**Effective Date:** May 2016, May 2017, August 2018, August 2022, August 2026
Audience: Faculty, Staff, Students, and Visitors		

Policy Statement
This policy is created to protect the confidentiality, integrity, and availability of college data. This policy establishes the various functions within Information Security and authorizes the persons described under each function to carry out the terms of the Information Security Policies.

Purpose
In the course of carrying out its academic, research, and clinical missions, faculty, staff, and students at Sentara College of Health Sciences collect many different types of information, including financial, academic, medical, human resources, and other personal information. Sentara College values the ability to communicate and share information appropriately. Such information is an important resource of the college and any person who uses information collected by the college has a responsibility to maintain and protect this resource. Federal and state laws and regulations, as well as industry standards, also impose obligations on the college to protect the confidentiality, integrity, and availability of information relating to faculty, staff, and students. In addition, terms of certain contracts and college policy require appropriate safeguarding of information.

Definitions
Confidentiality - information is only accessible to authorized users.

Integrity - safeguarding the accuracy and completeness of data and processing methods.

Availability - ensuring that authorized users have access to data and associated Information Resources when required.

Sensitive Data - encompasses a wide range of information and can include: ethnic or racial origin; political opinion; religious or other similar beliefs; memberships; physical or mental health details; personal life; or criminal or civil offenses.

Confidential Data - generalized term that typically represents data classified as restricted, according to the data classification scheme defined in this guideline. This term is often used interchangeably with sensitive data.

Procedures
A. Executive Management
The Executive Council (president; dean of academic affairs; associate dean of administration and finance; assistant dean of student services; and director of business development and marketing) are responsible for overseeing information security for their respective areas of responsibility and ensuring compliance with all policies. Such responsibilities include, but are not limited to:

- Ensuring that each system owner and data owner in their respective areas of responsibility appropriately identify and classify data in accordance with Sentara College of Health Sciences' Data Classification Policy; and
- Ensuring that each such system owner and data owner receives training on how to handle sensitive data and confidential data.

B. Security Management

The members of the Executive Council are responsible for the day-to-day management of Information Security including but not limited to:

- Developing, documenting, and disseminating the Information Security Policies;
- Educating and training college personnel in information security matters;
- Communicating information regarding Information Security Policies;
- Translating the Information Security Policies into technical requirements, standards, and procedures;
- Collaborating with data owners and system owners to determine the appropriate means of using Information Resources; and
- Authorizing any required exceptions to any Information Security Policy or any associated technical standards or procedures.

In addition to the responsibilities listed above, the members of Executive Council have granted the authority to the Office of Information Technology to conduct the following activities:

- Monitoring communications and data that use the college network or systems for transmission or storage;
- Monitoring use of the college's Information Resources;
- Conducting vulnerability scanning of any Information Resources connected to the college network;
- Conducting security assessments of systems, server centers and data centers;
- Disconnecting Information Resources that present a security risk from the college network; and
- Erasing all data stored on personal endpoints previously used for college business, as requested or required.

C. System and Data Ownership

System and data owners are college officials, who are responsible for determining data classifications, working with the Office of Information Technology in performing risk assessments and developing the appropriate procedures to implement Information Security Policies in their respective areas of responsibility. Such responsibilities include, but are not limited to:

- Classifying each system in their respective areas of responsibility based on the identification and classification of data by the applicable data owner;
- Approving appropriate access to such systems;
- Ensuring that each system that contains sensitive data or confidential data is scheduled for routine risk assessment;
- Establishing and implementing security requirements for each such system in consultation with the Office of Information Technology;
- Appropriately identifying and classifying data in their respective areas of responsibilities in accordance with Sentara College of Health Sciences' Data Classification Policy;
- Establishing and implementing security requirements for such data in consultation with the Office of Information Technology;
- Where possible, clearly labeling sensitive data and confidential data;
- Approving appropriate access to data; and
- Ensuring that the system policy on sanitization and disposal of Information Resources is followed.

D. Technical Ownership

The Office of Information Technology staff are responsible for providing a secure infrastructure in support of data, including, but not limited to, providing physical security, backup and recovery processes, granting access privileges as authorized by data owners or system owners, and implementing and administering controls over data in their respective areas of responsibility.

- Conducting periodic security checks of systems and networks, including password checks, in their respective areas of responsibility;
- Documenting and implementing audit mechanisms, timing of log reviews and log retention periods;
- Performing self-audits and reporting metrics to the associate dean of administration & finance and monitoring assessments and appropriate corrective actions; and
- Ensuring licensed software programs, institutional/business data, personally identified or identifiable data, and/or non-public data is reliably erased and/or destroyed from any electronic device before the device is transferred out of college control or erased before being transferred from one college department or individual to another.

E. System or Data Usage

- Users are persons who use Information Resources. Users are responsible for ensuring that such resources are used properly in compliance with Sentara College of Health Sciences' Acceptable Usage of Information Resources Policy.

F. Statement of Ownership

- We do not claim ownership of any users' content, including any text, data, information, and files that a user uploads, shares or stores in any system managed by Sentara College of Health Sciences.
- Sentara College of Health Sciences reserves the right to technical ownership of all data stored on managed systems to ensure its compliance with institutional and regulatory standards and policies.

Approval Process

1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures

Acceptable Use of Information Resources
Data Classification
Email Usage

Policy Title: Information Technology Services		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** July 1, 2017
Review Date: April 2021, May 2022	**Revision Date:** April 2018, April 2019, April 2020, May 2023, May 2024, April 2026	**Effective Date:** July 1, 2017, August 2018, August 2019, August 2020, August 2021, August 2022, August 2023, August 2024, August 2026
Audience: Faculty, Staff, Students, and Visitors		

Policy Statement
Sentara College of Health Sciences will establish information technology support services for all information assets and systems under the college's control and for the faculty, staff, and students who access these assets and systems.

Purpose
The purpose of this policy is to provide notice of Sentara College of Health Sciences expectations and guidelines to all who use and manage information technology resources and services (including but not limited to computing, networking, communications and telecommunications systems, infrastructure, hardware, software, data, databases, personnel, procedures, physical facilities, and any related materials and services).

Definitions
None

Procedures
The Office of Information Technology will provide the following support services to the constituents of Sentara College of Health Sciences:

- Service Desk
- Field Support
- Software and Service Licensing
- Technology Provisionment

These services are provided to support the following technology services (listed below) that make up the Sentara College of Health Sciences' technology network.

Administrative Systems: The following list is of core applications and services that support the college's operations:

- Apple
  - OSX 11.x or later
- Adobe
  - Acrobat
  - Creative Cloud
  - Reader
- Anthology Encompass
- Anthology Student (Formerly Campus Management)
- Articulate 360
- Assure ID (Badging Station)
- Bettercloud
- Blackboard Connect
- Brightspace

- CCT 800 (Emergency Communication System)
- CCure (Software House)
- Ubiquity Unify
- CopyLeaks
- Crestron
- Drupal
- Examview Publisher
- FastPass Visitor Management System
- Finalsite Connect
- Freshworks
    - Freshdesk
    - Freshservice
    - Freshping
- Genetec Video Monitoring (CCTV)
- Google Enterprise for Education
- LanSweeper
- Microsoft Azure
- Panopto
- PayPal
- ProctorFree
- Shadowhealth
- SmartEvals
- SnapSurvey
- Software House
    - C-Cure
    - C-Cure ID
- Splashtop Remote Access
- Surveymonkey
- Trajecsys
- USBank Portal
- Windows
    - 10 or later
- Xerox Workcentre Administrative Center

Computers and Software

- Standard Workstations: The standard workstations for faculty and staff consist of the following types of equipment in either a Basic or Pro configuration depending on need as determined by the collaboration between the Office of Information Technology and Administration:
    - Laptop or Desktop
    - Monitor
    - Mouse
    - Keyboard
    - Webcam
    - Headset
    - Cabling

- Classroom Workstations: The classroom workstations consist of the following types of equipment:
    - Desktop
    - Device Controllers
    - Televisions
    - Mouse
    - Keyboard
    - Webcam
    - Speaker System

- Standard Equipment: The following equipment is available to all faculty and staff as part of the standard workstation configuration:
    - Avaya Telephones
    - Xerox Workcentre

- Auxiliary Equipment: The following list of computing equipment is provisioned and supported based on the need of the individual as determined by the collaboration between the Office of Information Technology and Administration:
    - Ceiling Mounted Projector
    - Digital Cameras
    - Document Camera
    - Sentara ID Badging Station
    - Portable Document Scanner
    - Monitor Mount
    - Printer
    - Sit to Stand Station
    - Tablet

- Standard Software: The following list of software is provisioned and supported by the Office of Information Technology on all standard workstations:
    - Adobe Flash
    - Citrix Receiver
    - Google Chrome
    - Internet Explorer
    - Java
    - Microsoft Office
        - Excel
        - One Note
        - Powerpoint
        - Word
    - Mozilla Firefox
    - Panopto
    - Safari

- Auxiliary Software: The following list of nonstandard software is provisioned and supported based on the need of the individual as determined by the collaboration between the Office of Information Technology and Administration:
    - Adobe Creative Cloud
    - Articulate 360
    - Cirrus Insight
    - Techsmith
        - Camtasia
        - Snagit
        - Jing

Wired and Wireless Networks

- Wired Network: The following list of software, equipment, and services make up the wired network of the Chesapeake Campus barring the equipment, software, and services, listed in above:
    - Active Directory
    - APC
    - Servers
    - Network Switches
    - Firewall
    - Wireless Access Points

- Wireless Network: The wireless network at the Chesapeake Campus is a subset of the wired network to provide wireless access to Information Resources.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Acceptable Use of Information Resources
Data Classification Policy
Email Usage
Information Security
WiFi Terms of Use
Constitution - see college-wide committees

Policy Title: Interpersonal Relationships		
Department: Office of the President	**Owner:** President	**Original Date:** June 2017
Review Date: June 2018, April 2020, May 2022, May 2023, May 2024, March 2025	**Revision Date:** March 2019	**Effective Date:** June 2017, August 2019, August 2021, August 2022
Audience: Faculty, Staff, and Students		

Policy Statement
Sentara College of Health Sciences is committed to creating and maintaining an atmosphere of professional ethics, mutual respect, collegiality, fairness, and trust between prospective students, applicants, and students, and all college employees. Faculty bear particular responsibility with respect to their evaluative roles relative to student work and with respect to modeling appropriate professional behaviors. It is the responsibility of every college employee to maintain professional and ethical boundaries with all entities identified above.

Purpose
To clearly identify inappropriate behaviors between college employees and customers.

Definitions
Inappropriate and unprofessional behaviors are defined below:

- Engaging in any romantic or sexual relationships with prospective students, applicants, and students, including dating, sexual contact, inappropriate physical displays of affection, or sexually suggestive comments between employees and those persons regardless of whether the employee or other person initiates the behavior or whether the relationship is consensual.
- Fostering, encouraging, or participating in a relationship with prospective students, applicants, or with students in which the relationship is outside the bounds of the professional employee-student relationship; and in which the relationship could reasonably cause a prospect, applicant, and or student to view the employee as more than a faculty member, staff person, administrator, advisor, or mentor.
- Socializing with prospective students, applicants, and/or students for reasons unrelated to an academic purpose; this includes but is not limited to meeting them for dinner or drinks after or before school hours, social media interaction unrelated to academic activities, attending parties with them, etc.
- Requests for prospective students, applicants, and/or students to perform personal errands, or requests from faculty to perform personal errands for students unrelated to the didactic, investigational, or clinical situation at hand.
- Grading/evaluation on factors unrelated to performance, effort, or level of achievement.
- Exceptions may apply for preexisting relationship between an employee and a prospective student, applicant, or student. The college president in conjunction with manager(s) will review and decide the course of actions.

Consequences
For prospective students and applicants, the consequences will be counseling the person that the behavior is inappropriate and unprofessional and will not be tolerated once in the program. For the student, the consequences will be handled per the student Professional Code of Conduct Policy under Violations of Code of Conduct #1 - unethical, immoral or unprofessional behavior. For the employee, the consequences will be handled per Sentara's Employee Conduct Policy.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures

For Students: Professional Code of Conduct Policy - Violations of Code of Conduct #1 (unethical, immoral or unprofessional conduct)

For Faculty/Staff: Sentara Ethics Policy and Employee Conduct Procedures - “Violation of organizational or departmental policy, procedure and/or practice”

Policy Title: Leave of Absence		
Department: Student Services	**Owner**: Registrar	**Original Date:** May 2009
Review Date: March 2021, May 2023, June 2025	**Revision Date:** August 2010, May 2011, March 2012, November 2012, September 2013, July 2014, May 2015, June 2015, January 2016, July 2016, February 2017, May 2017, March 2018, September 2018, April 2019, April 2020, May 2022, May 2024, September 2024, May 2025	**Effective Date:** May 2009, August 2010, May 2011, March 2012, November 2012, September 2013, July 2014, May 2015, June 2015, January 2016, July 2016, February 2017, May 2017, August 2018, October 2018, August 2019, August 2020, August 2021, August 2022, August 2024, October 2024, May 2025
Audience: Students (excluding Joint BSN Program)		

Policy Statement
This policy will provide guidance for various types of leaves of absence (LOA). *This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding leave of absence.*

PLEASE NOTE: Prior to any decision regarding a leave of absence, all students must meet with the Registrar to discuss their specific situation.

Purpose
The purpose of this policy is to describe the timeline and requirements for requesting and returning from an LOA, as well as identify the financial aid implications.

Definitions
Voluntary LOA - a leave of absence that is initiated by the student.

Medical LOA - a leave of absence required for medical purposes.

Pregnancy/Parenting LOA - a leave of absence for students who are pregnant, students with pregnancy-related conditions, and students who are new parents.

Involuntary LOA - a leave of absence initiated by the college.

Active Duty Military LOA - a leave of absence for any student placed on active duty for 14 calendar days or more.

Financial Aid LOA - a leave of absence lasting 180 days or less.

Academic LOA - a leave of absence lasting 181 days or more.

Procedures

PLEASE NOTE: Prior to any decision regarding a leave of absence, all students must meet with the Registrar to discuss their specific situation.

Voluntary LOA

- The student must submit a signed and dated written request that includes the reason for the LOA to the Office of the Registrar. If submitted via email, the request must come via the student's college email account.
- A voluntary LOA is granted only when the student is in good academic standing with the college. A student is in good academic standing if satisfactory academic progress (SAP) is being met. Refer to the Satisfactory Academic Progress Policy for specific information.
- If an LOA is granted, the Office of the Registrar will process the request and alert all necessary individuals/offices. The student will receive notification from the Office of the Registrar via email either granting or declining the request for a leave of absence.

Medical LOA

- The student must submit a signed and dated written request that includes the reason for the LOA to the Office of the Registrar.
    - In extenuating situations, the college may place a student on a medical LOA if the student is unable to provide the request at the time of the incident. However, once the student is able, a request must be submitted by the student requesting the medical LOA.
    - The student must submit a doctor's note validating the medical LOA request within 45 days of the request. Failure to provide this information by the requested deadline may result in withdrawal from the college.
- Requirements for SAP may be waived on a case-by-case basis.
- If an LOA is granted, the Office of the Registrar will process the request and alert all necessary individuals/offices. The student will receive notification from the Office of the Registrar via email either granting or declining the request for a medical leave of absence.

Pregnancy/Parenting LOA

Sentara College of Health Sciences is committed to the protection and equal treatment of pregnant students, students with pregnancy-related conditions, and students who are new parents.

Students will be allowed to take time off from school for pregnancy, childbirth, miscarriage, abortion, and/or recovery for as long as their doctor says it is medically necessary. That could mean absences for necessary medical appointments or a longer leave of absence for a high-risk pregnancy or childbirth.

Pregnant students and those with related medical conditions may be eligible for disability protections and services under the Americans with Disabilities Act (ADA). Although pregnancy is not a disability under the law, the medical conditions that may affect a pregnant student may qualify as disabling conditions. The Center for Student Success (CSS) works in partnership with students, faculty, and staff to support pregnant and parenting students.

For information on Title IX pregnancy and parenting accommodations contact the college academic support and access specialist by sending an email to studentsuccess@sentara.edu.

Students with parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of their child or placement of a foster child may request an academic modification period of up to one semester beginning within the first six months of the child entering the home. Extensions may be granted where additional time is required due to medical necessity or extraordinary parenting responsibilities.

Involuntary LOA

- The college may place a student on an involuntary leave of absence according to the policies set forth in the Student Handbook. Due to the college's educational environment, a student may also be placed on an involuntary leave of absence in the following cases:
    - The student has allegedly violated an expectation, requirement, policy, or procedure of the college.
    - The student poses a significant risk to the safety of the college community.
    - The student is banned from campus.
- Students do not have to be in good academic standing to be placed on an involuntary LOA.

- Length of an involuntary LOA is determined by the college officials. The student will be notified of the LOA in writing.
- Student may also be placed on an involuntary LOA from the college because of a financial or administrative restriction that is not cleared by the deadline given by the restricting office. Restrictions may result from a student's failure to fulfill financial obligations or to comply with the college's rules and regulations. Whenever possible, students are warned of an impending restriction and are notified when one has been imposed.
- In order to resume studies, students need to clear the restriction with the administrative or academic office which imposed it. If a student anticipates being unable to clear the restriction in a timely manner, the student may request a voluntary leave of absence.
- If a leave of absence is indicated, the student may be given the opportunity to take the leave of absence voluntarily. If the student declines to take a voluntary leave of absence, the assistant dean of student services has the authority to place the student on an involuntary leave of absence by restricting or canceling the student's existing and further registration irrespective of academic standing.
- A student on an involuntary LOA can no longer attend classes/clinicals or use the college's facilities/resources.
- A student placed on an involuntary LOA will not be permitted to resume their studies until the assistant dean of student services makes an assessment of the circumstances and concludes that the circumstances that brought about the leave no longer exists or the situation can be eliminated by reasonable modification or accommodation. When the assistant dean of student services decides that a leave of absence is appropriate, the decision and the conditions for resumption of studies will be communicated in writing.
- In order to return from an involuntary LOA the student may be required to comply with specific requirements if approved to return.
- The college is not obligated to approve a student's return.

Active Duty Military LOA

- A student who is placed on active duty for 14 calendar days or more will be placed on a military LOA. Students, or an appropriate officer of the armed forces or official of the Department of Defense, must submit documentation/orders regarding the return to active duty to the Office of the Registrar. Students placed on active duty military LOA will receive a grade of "W" and a full refund for all courses in which they are currently enrolled.
- When the student is ready to return from leave, the student must contact the Office of the Registrar to arrange for re-entry.
- The student is eligible for reinstatement to the college without re-qualification for admission if:
    - The student provides a letter of intent to return to the institution no later than three (3) years after the completion of the period of service, and
    - The student returns to the college after a cumulative absence of not more than five (5) years.
- When the student returns to the college, they will return under the current academic catalog; however, upon return into the same program of study, for the first academic year in which the student returns, the college will assess the same tuition and fee charges that would have been charged during the academic year the student left for their leave of absence. However, if veterans education benefits or other service member education benefits will cover the higher tuition and fee charges in place for the current academic year, the college may charge those to the student.
- Prior to reinstatement into the program of study, the student must meet with the program coordinator to determine the impact of their absence, their ability to resume study, and placement into the program. The student may be required to demonstrate clinical competency prior to returning to the program. If the student is required to repeat courses previously taken, there will be no tuition charged for those courses.

Guidelines for Voluntary and Involuntary LOA

- The maximum length of time allowed for an academic LOA is one (1) calendar year, after which the student must reapply. Only one (1) LOA will be granted while the student is in the program.
- Completed background check and urine/drug screen may not be required to be repeated upon return from an approved LOA.
- A student receiving federal student aid should be aware that a financial aid LOA cannot exceed 180 days in any 12-month period. If the LOA of a student receiving federal aid will exceed 180 days, the student can still be on academic LOA, but will be treated as a withdrawn student for financial aid purposes.

- If the student is a Title IV loan recipient, the student must contact the Office of Financial Aid prior to taking the LOA to understand the impact of the LOA to the student's loan repayment terms, including the expiration of the student's grace period.
- There must be a reasonable expectation that the student will return from the LOA in order for an LOA to be granted.
- If a leave of absence generates a balance on a student's account due to the return of Title IV funds, the student has two (2) weeks to pay the balance or make acceptable payment arrangements or the account will be sent to collections.
- **The student must notify the college of intent to return as soon as it is anticipated or at least 60 days prior to the anticipated date of re-entry.** Students may return from an LOA at the beginning of a semester start. When the student is ready to return from the LOA, the student must contact the Office of the Registrar to arrange for re-entry. There is no guarantee that a seat will be available in the class in which the student wants to return.
- Except in a clock-hour, nonterm credit-hour, or subscription-based program, a student returning from a financial aid LOA must resume training at the same point in the academic program that they began the financial aid LOA.
- The registrar will alert all necessary individuals/offices of the student's return.
- Upon return from LOA, students are required to ensure their health record is up to date, complete mandatory yearly updates (if expired), and review the current Student Handbook. Students may also be required to complete additional items as deemed necessary by the program.

Approval Process

1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures

Federal Regulations - Approved Leave of Absence
Federal Regulations - Provisions for US Armed Forces Members & Families
Satisfactory Academic Progress Policy
Academic Engagement Policy
Financial Aid Policy
Health and Student Responsibility

Policy Title: Math Testing Policy – Department of Nursing		
Department: Academic Affairs	**Owner:** Nursing Curriculum Committee	**Original Date:** May 2016
Review Date: February 2022, January 2023, May 2024	**Revision Date:** August 2017, June 2018, November 2018, April 2019, March 2020, March 2025, April 2025	**Effective Date:** May 2016, August 2017, August 2018, January 14, 2019, August 2019, August 2020, August 2021, August 2022, August 2025, August 2026
Audience: Nursing Faculty and Students		

Policy Statement

Faculty will administer math tests in the Traditional Bachelor of Science in Nursing (BSN) as follows: NUR 352, NUR 362, and NUR 423, in the Master of Science in Nursing - Entry to Nursing Practice (MENP) as follows: NUR 552, NUR 662, NUR 601, as approved by Nursing Curriculum Committee. Students must achieve 80% on all assigned math tests. The corresponding didactic course will have at least five (5) questions that incorporate pharmacology and math. In the Traditional BSN, the corresponding courses are NUR 351, NUR 361, and NUR 421. In the MENP, the corresponding courses are NUR 551, NUR 661, and NUR 601.

Purpose

To provide the guidelines in handling math practice and math testing.

Definitions

ATI - Assessment Technologies Institute, LLC

SLO - Student Learning Outcome

Procedures

Required action Steps	***Performed by***	***Supplemental Guidance***
The course syllabus must identify that a math test will be given in the course.	Clinical course coordinator	The math test will be linked to the Clinical Evaluation Tool
The math test must be a performance assessment in which students demonstrate the application of dimensional analysis, rather than a multiple-choice format.	Clinical course coordinator	
The math test will be a graded assignment in the clinical course, worth 10% of the overall course grade.	Clinical course coordinator	
Students are provided with opportunities to practice math/dosage calculations dimensional analysis prior to the test.	Clinical faculty	
Students must take the first math assessment when it is offered, unless prior arrangements have been made with the faculty.		
Initial take will be used for the course grade determination.		
If the score is less than 80% then the student will need to remediate in ATI.		

After submitting proof of remediation, the student is allowed to retake two (2) more times.		
If unable to achieve 80% during the two (2) additional attempts, then this will result in failure of the clinical course.		
Students who do not take the math test when offered unless prior arrangements were made with faculty prior to the test opening, will forfeit one of their opportunities to have a total of three (3) attempts.	Clinical faculty	

Approval Process
1. Policy Owner, 2. Faculty Senate, 3. College Leadership Team

Related Documents/Policies/Procedures
Grade/Grading Policy

Policy Title: Preceptor - Department of Nursing		
Department: Academic Affairs	**Owner**: Nursing Curriculum Committee	**Original Date:** May 2011
Review Date: March 2020, May 2023	**Revision Date:** April 2016, May 2017, August 2017, June 2018, April 2019, April 2022, April 2024, February 2025, April 2026	**Effective Date:** May 2011, April 2016, May 2017, August 2017, August 2018, August 2019, August 2021, August 2022, August 2024, August 2025, August 2026
Audience: Nursing Faculty and Students		

Policy Statement
Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience and must be academically and experientially qualified for their role. The use of clinical preceptors in the nursing programs is consistent with the philosophy and guidelines of the Sentara College of Health Sciences' (Sentara College) School of Nursing and the statute and regulations of the Virginia Board of Nursing.

Purpose
To provide guidelines regarding the use of preceptors in student clinical activities.

Definitions
Preceptor - a licensed nurse who is employed in the clinical setting, serves as a resource person and role model, and is present with the nursing student in that setting, providing clinical supervision. The clinical preceptor must be licensed as a nurse at or above the level in which the student is preparing. The CNL students, preceptors must be prepared at the master's degree level.

Procedures
Preceptor Responsibilities

- Shall provide to the faculty evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students.

- Participate in a preceptor orientation facilitated by the nursing education program.
- Complete and sign the preceptor agreement form.
- Facilitate clinical learning experiences for no more than two nursing students at a time.
- Orient nursing student(s) to the clinical agency and its policies and procedures.
- Guide and supervise the student’s performance of skills and other nursing activities to ensure patient safety.
- Provide feedback to the nursing faculty member, assigned to the student, regarding clinical experience for student and suggestions for program development. Complete weekly feedback form on the student performance (Preceptor Feedback Form).
- Provide the nursing student with feedback on their progress, based on the clinical preceptor’s observation of clinical performance, assessment of achievement of clinical competencies, and patient care documentation.
- Retain ultimate responsibility for the care of the patients/clients. Fulfill nursing duties as determined by the clinical agency’s policies and procedures.
- A preceptor may not further delegate the duties of the preceptorship.
- Contact nursing faculty member by telephone if faculty assistance is necessary.

Student Responsibilities

- Meets with preceptor to clarify course objectives and focus on clinical activities.

- Generates a clinical schedule with the preceptor, consistent with the preceptor's schedule.
- Students send a schedule to the assigned faculty once finalized.
- Negotiates a procedure for contacting the preceptor, prior to starting the clinical rotation, in case of absence.
- Maintains open communication with the preceptor and the faculty.
- Maintains accountability for own learning activities.
- Prepares for each clinical experience as needed.
- Is accountable for own nursing actions while in the clinical setting.
- Arranges for preceptor's supervision while performing procedures, as appropriate.
- Contacts the faculty by telephone, pager or email if faculty assistance is necessary.
- Contacts the assigned faculty if a change occurs in clinical schedule.
- Respects the confidential nature of all information obtained during clinical experiences.
- Ensures mandatory requirements for the designated facility are completed.

In a Preceptorship Course Only:

- Plans clinical schedule with the preceptor, consistent with the preceptor's schedule.
- Provides a copy of the schedule to assigned faculty once finalized.
- Before clinical times begin, negotiate a procedure for contacting the preceptor in case of absence.

Program/Faculty Responsibilities:

- Ensures that faculty/preceptors meet qualifications;
- Ensures that there are signed/current/written agreements which delineate the functions and responsibilities of the cooperating agency, clinical preceptor, and nursing program
- Ensures that clinical experience using preceptors occurs only after the student has received theory and clinical experience necessary to safely provide care to the client as appropriate;
- Provides the clinical preceptor an orientation to the philosophy, curriculum, course, and clinical objectives of the nursing education program and course. Discuss student expectations, skills performance, and methods of evaluation.
- Assumes overall responsibility for teaching and evaluation of nursing students
- Meets with clinical preceptor and the student in order to monitor and evaluate the learning experience
- Monitors student progress through rounds and/or student-faculty-preceptor conferences
- Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area;
- Receive feedback from the preceptor regarding student performance. Provides feedback to the preceptor regarding performance as preceptor and the clinical learning experience;
- Ensures student compliance with standards required by the facility/organization, including, but not limited to: immunization, screening, OSHA standards, CPR, and current liability insurance coverage, and other requirements as appropriate.
- Selects clinical preceptor for nursing student.
- Meets periodically with clinical preceptor and nursing student to determine student progress.
- Be readily available via telephone for consultation when students are in the clinical area.
- The designated nursing faculty member shall be available to provide assistance or supervision of the student at the clinical site, should a problem arise that cannot be resolved by telephone.
- Makes final decision on applicability of the precepting unit as it relates to individual student competencies, areas of deficiencies, and course student learning outcomes.
- Ensures mandatory requirements for the designated facility are completed.

Understanding the Legal Liability While Precepting Students (for experiences requiring direct patient care)

Preceptors assume ultimate responsibility and liability for the care provided to their clients during a preceptorship arrangement. Clients should be informed that the preceptor would remain primary care provider and be responsible for decisions related to client care, and will continue to provide follow-up care.

Legal and reimbursement guidelines require that preceptors validate findings on physical examinations, review laboratory test, and confirm the differential diagnosis(es) and management plans with students prior to the discharge of the client. Review by the preceptor must be documented in the record indicating that the preceptor has examined the client, is in agreement with the findings and plans as written by the student and is responsible for care. It is required that the preceptor

co-sign all records in which the student has provided documentation. Third-party payers, government and insurance companies cannot reimburse for care provided by the student.

Students do NOT practice under a preceptor's (or anyone's) license. They are allowed to practice as they are enrolled in a Board of Nursing approved program.

Approval Process:
1. Policy Owner, 2. Faculty Senate, 3. College Leadership Team

Related Documents/Policies/Procedures
Preceptor Agreement Form
Preceptor Feedback Form
Preceptor Orientation

Policy Title: Professional Code of Conduct		
Department: Office of the President	**Owner:** President	**Original Date** June 2018
Review Date: March 2019, May 2022, May 2023, February 2025	**Revision Date:** September 2018, April 2020, December 2023, February 2025	**Effective Date:** August 2018, October 2018, August 2020, August 2021, August 2022, March 2024, March 2025
Audience: Faculty, Staff, and Students		

Policy Statement
Sentara College of Health Sciences expects all students, faculty, and staff to conduct themselves in an ethical and professional manner at all times. Scholarship, like healthcare, is a pursuit in which ethical lapses can have serious consequences. Therefore, all accusations of misconduct will be investigated. This policy describes the process by which the investigation, sanctions, and appeals are conducted.

The college reserves the right to forward pertinent information to Sentara managers and/or Sentara Human Resources as required or requested without permission from the student, faculty, or staff. This information may affect the student's employment with Sentara Health.

The college also reserves the right to receive information from Sentara managers and/or Sentara Human Resources regarding conduct if the student is also employed with Sentara Health. This information may affect the student's status in the college.

Purpose
The purpose of this policy is to identify violations of academic integrity and code of conduct. The policy also provides procedures (to include Judicial Council) for addressing violations and the appeal process.

Definitions
None

Procedures
Academic Integrity and Violations of Academic Integrity
The following offenses are considered a violation of Academic Integrity, as determined by a college official, and may result in a written warning, probation, suspension, or dismissal from the program:

- Attempting to commit one of the foregoing infractions of the Honor Code will be regarded as commission of the infraction.
- Cheating, including any unauthorized use of material on examinations or any type of individual or group assignment.
- Awareness that an Honor Code offense may have been committed and failing to report that offense.
- Unauthorized collaborations, which may include presenting another student's work as one's own.
- Presenting false information with the intent of lying or deceiving, including false identification, falsification of records, reporting false information to a patient or healthcare provider, expressing a falsehood, or conveying a false image or impression for a fraudulent purpose.
- Plagiarism of direct quotes, ideas, or phrases that are not one's own.
- Submitting the same assignment for a second class without the second instructor expressly allowing it, as doing so violates the assumption that every assignment advances a student's learning and growth.

Violations of Code of Conduct

The following offenses are considered serious or critical, as determined by a college official, and may result in a written warning, probation, suspension, or dismissal from the program:

1. Unethical, immoral, or unprofessional conduct.
2. Unauthorized possession, use, or distribution of drugs and/or alcohol on the college's property, at a clinical facility or clinical facility property, as part of the college's activities, or reporting to the college under the influence of intoxicants or drugs, legal or illegal.
3. Committing or threatening to commit an act of violence.
4. Possession of explosives, firearms, or other weapons/devices at the college, on college property, clinical facilities, or clinical facility property.
5. Theft, removal, unauthorized possession/use, or intentional damage to the personal or intellectual property of the college, clinical facility, staff, clients, or visitors.
6. Gambling on college or clinical facility premises.
7. Sleeping or the appearance of sleeping in the clinical area while involved in direct/indirect client care activities.
8. Failure to comply with Sentara integrity and compliance standards.
9. Conviction of a felony or crime involving moral turpitude or admission of guilt or an entry of a plea of no contest to such a crime.
10. Unauthorized absence of a clinical day when the student failed to notify the faculty and designated clinical staff person on their assigned unit and/or the preceptor as required by policy.
11. Unauthorized use of an identification badge to access a secure area.
12. Failure to meet performance expectations.
13. Violation of organizational, facility, or college policy, procedure, or practice.
14. Failure to report injuries or incidents affecting clients, visitors, employees, or students.
15. Failure to maintain credentials or providing false information concerning credentials.
16. Failure to cope with the stress of the clinical area in a professional manner or to accept responsibility for one's own actions.
17. Insubordination or refusal to follow the reasonable requests of faculty, staff, preceptors, or management.
18. Failure to use prescribed safety measures or behavior that endangers the safety of clients, visitors, college/clinical facility, or staff.
19. Failure to work cooperatively or to take direction from preceptors/supervisors, faculty, physicians, peers, or clinical facility/staff.
20. Failure to maintain current or accurate clinical facility or college records.
21. Excessive absenteeism or tardiness as defined by the individual program.
22. Repeated violation of the dress code.
23. Acts that interfere with the right to learn of others, such as being disruptive in class.
24. Soliciting or distribution of unauthorized materials.
25. Failure to comply with procedures in the Learning Resource Center regarding computer usage, to include but not limited to downloading material from the internet, adding software, and changing computer settings.
26. Failure to notify the clinical unit/department and instructor of absence or tardiness according to policy.
27. Violation of organization/division/site safety, security, fire, traffic, parking, or smoking/tobacco regulations.
28. Accepting gifts, money, or other forms of remuneration from patients or vendors.
29. HIPAA violation that includes the acquisition, access, use, removal, or disclosure of protected health information in a manner that compromises the security or privacy of the protected health information.

Levels in the Disciplinary Process

All infractions will be investigated by faculty and/or a college official. The period of investigation may last up to 72 hours before any of the level in the disciplinary process is applied. The Student Activity Report is used to document the incident and outcome.

Documented Counseling

- Students may be given a documented counseling if the allegation is found to require counseling or sanctions but no disciplinary action that will be a part of the student's permanent record. Sanctions included with the documented counseling may include, but are not limited to, receiving a zero (0) on the assignment

or being allowed to repeat and resubmit the assignment. The sanction is to be determined by the faculty member, in consultation with the chair or director.
- Students may not appeal the documented counseling as it is not a permanent part of the student's file.

Written Warning
- Students may be placed on written warning for an infraction at any time. The warning may become effective immediately. The student will be provided with written notification of the warning within seven (7) calendar days of the decision. The written notification will state the reason(s) for the written warning and the effective date. The written notification may, if appropriate, state the date on which the warning will end. Any additional infractions may result in escalation of the disciplinary process.
- Students on written warning are expected to continue their class and clinical responsibilities.
- Students may appeal the written warning through the appeals process below.

Probation
- Students may be placed on probation for an infraction at any time. Probation may become effective immediately.
- The student will be provided with written notification of the probation within seven (7) calendar days of the decision. The written notification will state the reason(s) for the probation and the effective date. The written notification may, if appropriate, state the date on which the probation will end.
- Students on probation are expected to continue their class and clinical responsibilities.
- Probation will be in effect for an amount of time determined by the investigating faculty member or college official. Conditions of probation may include regular meetings with faculty, college counselor, or other program officials. On or before the ending date of the probationary period, the student will be provided with written notification that the probation has been lifted, extended, or that the student has been dismissed from the program. If the designated time period expires, the probation remains in effect until notification is provided to the student. If the student is dismissed, the written notification will state the reason(s) for the dismissal and the effective date, which may be immediately.
- Students may appeal probation through the appeals process (below).

Suspension
- Students may be placed on suspension for an infraction at any time, even while on probation. The suspension may become effective immediately.
- The student will be provided with written notification of the suspension immediately upon the determination of such a decision. The written notification will state the reason(s) for the suspension and the effective date. The written notification may, if appropriate, state the date on which the suspension will end.
- On or before the ending date of the suspension period, the student will be provided with written notification that the suspension has been lifted or the student has been dismissed from the program. If the designated time period expires, the suspension remains in effect until notification is provided to the student. If the student is dismissed, the written notification will state the reasons for the dismissal and the effective date, which may be immediately.
- Students placed on suspension are not permitted to attend class or clinical experiences until all hearings are completed and a final resolution has been met but must remain available for meetings or hearings regarding their probation. While the hearings are being held, the student will not be allowed to make up missed work and will receive zeros for any graded assignments. If the allegation that led to the suspension is revised or overturned, the student will be allowed to make up all class and clinical assignments based on the final sanction determined.
- Students may appeal suspension through the appeals process (below).

Dismissal
- Students may be dismissed at any time and the dismissal may become effective immediately. Students will be provided with written or oral notification of the dismissal immediately upon the determination of such a decision.
- The written or oral notification will state the reason(s) for the dismissal and the effective date.

- Students who are dismissed will turn in their identification badge immediately and have their college accounts disabled. Dismissed students are not permitted to attend class or clinical experiences until all hearings are completed and a final resolution has been met but must remain available for meetings or hearings regarding their dismissal. While the hearings are being held, the student will not be allowed to make up missed work and will receive zeros for any graded assignments. If the allegation that led to the dismissal is revised or overturned, the student will be allowed to make up all class and clinical assignments, based on the final sanction determined.
- Students may appeal dismissal through the appeals process (below).

Steps in the Appeals Process

Students are encouraged to discuss problems as they arise with their faculty and/or college official.

Required action steps	***Performed by***	***Supplemental guidance***
Students must contact the president to make an appointment for a conference within five (5) calendar days of the incident. This conference will be held with a designated Executive Council member. The student must submit a statement of appeal at least two (2) days prior to the conference. The statement of appeal must be no more than one (1) page and should address the basis for the appeal, additional information to be considered, and desired outcome.	Student President	The conference is the first step in the appeal process.
The assigned Executive Council member will determine if the original disciplinary action is upheld, revised, or overturned. The student is notified in writing within five (5) calendar days of the conference.	Executive Council member	The discussions of the conference are confidential and are not to be discussed with anyone other than the dean of academic affairs and/or the president.
If the student accepts the outcome, the decision is final and not subject to any further appeal. If the student does not accept the outcome, a hearing by the Judicial Council must be requested by the student within five (5) business days after the conference. The request should be sent to the Executive Council member appointed to lead the conference. All decisions made by the Judicial Council are final and may not be appealed through any other process within the college or Sentara Health.	Student Judicial Council	
The role of the Judicial Council is to encourage professionalism and academic integrity at Sentara College of Health Sciences. The Council is composed of assigned faculty and students and its sole purpose is to	Judicial Council	Members of the Judicial Council: • Judicial Council Chair • Co-Chair • Representative faculty

evaluate and examine any evidence provided to ensure a fair and just hearing. Members of the Judicial Council will be provided with the opportunity to recuse themselves from a hearing if they believe they have a conflict of interest or are unable to remain objective for a specific hearing.		• Representative students from nursing and allied health • Council Advisor, appointed from the Executive Council, who is a non-voting member • Academic Support and Access Specialist to serve as the student's advocate and is a non-voting member The Judicial Council Chair is a non-voting member, however, will vote in the case of a tie.
Judicial Council Operating Procedures The Council will convene within five (5) business days from notification from the student. In addition to the review of charges, the Council will review the results of the investigation and hear any rebuttal from the accused student. Other individuals at the hearing may include any witnesses who have knowledge of the event and the course faculty. The Judicial Council will convene, in private, for a judgment. After careful and impartial review (beyond all reasonable doubt) of all the evidence, the Council will render a decision, in private, by the use of secret ballot. The results of this private hearing can be (a) not guilty, (b) guilty, or (c) guilty of a portion if there are multiple charges stated. In order to find guilt there must be a majority of the vote. The judgment will be announced and provided to the student and chair/program director at the end of the hearing. If found guilty of a portion (in the event of multiple infractions), the student will be referred back to the program's chair/director for the final sanction.	Judicial Council	Academic Progression - During the time of the accusation and until the Judicial Council convenes, the student may not graduate or advance to the next course until the outcome of the Judicial Council is determined. Because this is a process between the student and the college, the student may not bring parents, spouses, relatives, friends, legal representation, character witnesses or any other individuals to any conference or hearing. The student does not have the right to have the hearing recorded. Maintenance of confidentiality - Students have the right to: • Have all aspects of the process remain confidential; • A fair and impartial Judicial Council hearing; • A separate hearing if more than one individual is accused; • Present evidence on their behalf; • Be presumed innocent until factual evidence proves otherwise; • A closed hearing • Challenge the presence of any member of the Judicial Council due to bias or conflict

The Judicial Council Chair will be responsible for providing the written summation of the hearing and the ultimate outcome within three (3) business days. The decision that is made by the Judicial Council is final and the student will not be able to appeal this decision with any other entity in the college or Sentara Health.		

Approval Process
1. Policy Owner, 2. Executive Council

Related Documents/Policies/Procedures
Grievance Policy
Final Course Grade Challenge
Honor Code
Student Activity Report

Policy Title: Records		
Department: Institutional Effectiveness, Compliance, and Distance Learning	**Owner:** Dean of Institutional Effectiveness, Compliance, and Distance Learning	**Original Date:** May 2009
Review Date: May 2023	**Revision Date:** 2010, 2011, 2012, 2014, September 2015, February 2016, February 2017, June 2017, March 2018, June 2018, April 2019, April 2020, March 2021, May 2022, January 2024, May 2024	**Effective Date:** May 2009, 2010, 2011, 2012, 2014, September 2015, February 2016, February 2017, August 2018, August 1, 2019; August 1, 2020, August 2021, August 2022, January 2024, July 2024, August 2024
Audience: Faculty, Staff, and Students		

Policy Statement
This policy addresses record content, storage, viewing, release of records, and corrections/updates to contact information in compliance with state and federal laws.

Purpose
The purpose of this policy is to define the content of and the timeline for maintaining each type of record. This policy also addresses transcript requests, corrections/updates to contact information, and access to records.

Definitions
Physical address - the address the student resides in while enrolled in the college.

Procedures
Records and Content

Applicant Records:
Applicant records are kept confidential and secured with the Office of Admissions. The applicant record is primarily housed within the student information system, except where notated below, and contains the following:

- Applicant Process Sheet (if required by program)
- Application
- Verification of high school graduation, GED completion or home school completion (as needed)
- Applicable preadmission testing results
- Correspondence to/from applicant that is not documented in the student information system as an activity
- College and/or high school official transcripts for prerequisite courses (hardcopy and/or electronic copies)

Cancelled Applicant Records:
Cancelled applicant records are those of applicants who never enrolled in the college. These records are not maintained and are destroyed.

Student Records:
An applicant record becomes a student record at the time of enrollment. During the time prior to add/drop, the hardcopy record is kept secured in the Office of the Registrar in a firesafe filing cabinet. After the add/drop period, the student's record will be scanned and securely housed in the student information system.

The student record contains the following:

- Enrollment agreement
- Demographic survey, if applicable
- Technical Standards

- Statement of Confidentiality & Responsibility
- Health insurance statement
- Photo/video consent and FERPA notice
- Proof of high school graduation, if required
- Admission determination documentation (e.g., preadmission tests, prerequisite course transcripts)
- Financial records
- Sentara College academic transcript (maintained indefinitely)
- Attendance records as required for financial aid and academic engagement
- Correspondence to/from a student that is not documented in the student information system as an activity

The New Student Online Orientation serves as documentation for the Student Handbook Acknowledgement. All students are required to complete this orientation prior to starting at the college.

Health Records
All health records on active students are managed and housed by CastleBranch prior to 2026 and Complio beginning 2026. Once a student separates from the college, the college no longer has access to these records.

Financial Aid Records
The financial aid records of students are kept in fireproof cabinets located in the records room and/or on file in the financial aid computer system. These records are kept for three (3) years from the end of the award year for which the aid was awarded. The financial aid record may contain the following (based upon requirements by the United States Department of Education):

- ISIR
- Award letters
- Private Loan request documents
- Verification of entrance/exit counseling
- Master Promissory Note(s)
- Parent PLUS loan application results
- Graduate PLUS loan application results
- Loan origination and disbursement records
- Professional judgments
- Packaging information
- Verification forms and supporting documents
- Return of Title IV funds/overpayments NSLDS reports
- Pell origination and disbursement records
- Documentation of scholarships
- Veterans Administration documentation
- Communication to/from student that is not documented in student information system as an activity

Graduate/Withdrawn/Dismissed Records
At time of separation from the college, the student record is maintained intact for five (5) years from the last date of attendance. These records are stored electronically. After five (5) years, only the Sentara College of Health Sciences' transcript is maintained.

Access to Records
College officials, as defined by the college, are allowed to review a student's education record as needed in order to fulfill their professional responsibility.

Transcripts
A transcript is a copy of the student's permanent academic record and is released upon request from a student or graduate with the exception of requests within Sentara Health. The college reserves the right to forward pertinent student information to Sentara Employment Center and managers within Sentara Health.

Official transcripts must be ordered through the National Student Clearinghouse and could take up to five (5) business

days to complete. Each transcript will incur a fee. If a transcript needs to be processed immediately, the request must be made on campus and will incur an additional fee.

NOTE: Joint BSN students should order official transcripts through Batten University.

Transcripts from other institutions and preadmission test results will not be released by the college. Grade reports and unofficial transcripts for current students may be accessed via the student information system. Itemized grade reports from the learning management system are accessible online to current students during the semester but will not be verified by the Office of the Registrar. Grades for a course are not available in the learning management system after the course ends.

Official Transcripts
An official transcript includes the student's complete academic record at Sentara College of Health Sciences and comes in either an electronic PDF or hard copy.

Unofficial Transcripts
An unofficial transcript includes the student's complete academic record at Sentara College of Health Sciences but will not bear the college seal. Students can access unofficial transcripts in their student portal.

Release of Records
Requests for any documents from a former student's record should be submitted to the Office of the Registrar. These requests may incur a fee. Records will be held in accordance with federal and state laws and regulations for any individual that has any outstanding obligations with the college. For additional information, please contact the Office of the Registrar.

Corrections and Updates to Student Contact Information
All students are required to maintain current contact information (e.g., physical address, phone, email) prior to and during their enrollment at the college. Any corrections/updates to a student's contact information must be communicated with the Office of the Registrar within five (5) business days of the date the change is effective.

Name Changes
Students requesting a name change must do so through the Office of the Registrar. A copy of the student's new driver's license and social security card with new last name are required to be submitted.

Approval Process
1. Policy Owner, 2. Dean of Institutional Effectiveness, Compliance, and Distance Learning, 3. College Leadership Team

Related Documents/Policies/Procedures
Federal Student Aid Regulations - Record Keeping, Privacy, & Electronic Processes
ABHES Manual - Standards IV.J.3., V.J.1., and Appendix E - Section A

Policy Title: Reporting Alleged or Suspected Abuse, Neglect, or Exploitation of Children and Adults		
Department: Administration and Finance	**Owner:** Title IX Coordinator	**Original Date:** August 2020
Review Date: April 2021, May 2023, May 2024	**Revision Date:** April 2020, May 2022, July 2025	**Effective Date:** August 2020, August 2021, August 2022, August 2025
Audience: Faculty, Staff, Students, and Visitors		

Policy Statement
Virginia's Child Abuse and Neglect Mandated Reporting Law § 63.2-1509 effective July 1, 2012, as amended through January 2024, requires faculty, staff, and students to report suspected abuse and neglect of children and adults as soon as possible, but no longer than 24 hours after having a suspicion of a reportable offense. Failure to report is punishable by law.

Purpose
The purpose of this policy is to define an individual's role in reporting alleged or suspected abuse, neglect, or exploitation of children and adults.

Definitions
Abuse: the willful infliction of pain or injury which includes, but is not limited to, assault, battery, sexual assault, assault with a weapon, physical or chemical restraint, use of psychotropic drugs without authorization or caregiver convenience, verbal assaults, threats, harassment and intimidation.

Abused or neglected child: any child under the age of 18 whose parent or caregiver:
- Causes or threatens to cause a non-accidental physical or mental injury.
- Neglects or refuses to provide adequate food, clothing, shelter, emotional nurturing or health care.
- Abandons the child.
- Neglects or refuses to provide adequate supervision in relation to a child's age and level of development.
- Commits or allows to be committed any illegal sexual act upon the child, including incest, rape, indecent exposure, prostitution, or allows a child to be used in any sexually explicit visual material.

Abused or neglected adults: adult abuse and neglect includes, but is not limited to:
- Inflicting pain or injury.
- Mismanaging funds.
- Misusing medications.
- Causing psychological distress.
- Withholding food or care.
- Sexually abusing, exploiting, or confining a person.
- Abandonment.
- Threatening to commit any of the examples stated above.

Domestic violence: a pattern of coercive behaviors, including physical abuse, emotional/verbal abuse, sexual abuse, as well as social isolation, deprivation, and intimidation used to control a spouse or partner.

Elderly and disabled adults: any person eighteen years or older who is impaired by reason of mental illness, mental retardation, physical illness or disability, advanced age or other causes to the extent that the adult lacks sufficient understanding or capacity to make, communicate or carry out reasonable decisions concerning their well-being.

Emergency: for the purpose of this procedure, means that an individual is living in conditions that present a clear and substantial risk of death or immediate and serious physical harm to them self or others.

Emotional abuse: a means of control through fear and degradation, which often include threats of harm, social isolation, rejection, intimidation, and repeated attacks against self-esteem. With children, emotional abuse/neglect can be seen with the consistent failure of caregiver to provide appropriate support, attention, and affections. This may also include destruction of personal property and abuse of pets.

Financial or material abuse: theft of money or property; misappropriation of funds, and using an individual's property without permission or obtaining permission fraudulently.

Incapacitated person: any adult who is impaired by reason of mental illness, mental retardation, physical illness or disability, advanced age or other causes to the extent that the adult lacks sufficient understanding or capacity to make, communicate or carry out responsible decisions concerning their well-being.

Physical or psychological neglect: failure to provide such services as are necessary to maintain one's physical and mental health and the failure to receive such necessary services impairs or threatens to impair well-being. This includes, but is not limited to, self-neglect, failure to assist with personal hygiene or to provide food, clothing, or shelter; failure to provide medical care for physical and mental health needs; failure to protect from health or safety hazards; failure to prevent malnutrition; or inadequate supervision by a caregiver.

Sexual abuse: an act committed with the intent to sexually molest, arouse, or gratify any person, where:

- The accused intentionally touches the complainant's intimate parts or material directly covering such intimate parts;
- The accused forces the complainant to touch the accused, the witness's own, or another person's intimate parts or material directly covering such intimate parts;
- If the complainant is under the age of 13, the accused causes or assists the complainant to touch the accused's, the complainant's own, or another person's intimate parts or material directly covering such intimate parts; or
- The accused forces another person to touch the complainant's intimate parts or material directly covering such intimate parts.
- Verbal abuse: the most difficult form to recognize; may include jealousy, intense anger, coldness, unpredictability, blaming, refusing to communicate, name-calling, belittling, cursing and/or degrading the victim in front of others.

Procedure

Required action steps	***Performed by***	***Supplemental Guidance***
Clinical Setting: When a student witnesses or suspects abuse, the student shall notify their instructor and/or preceptor. The instructor shall notify the unit manager or a nursing supervisor if the manager is not immediately available. When an instructor witnesses or suspects abuse, the instructor shall notify the unit manager or a nursing supervisor if the manager is not immediately available. Oral reports are acceptable.	Student/Instructor	A student may notify a charge person or manager in the event an instructor or preceptor is not immediately available. Once a report has been made, the manager or supervisor of that facility will assume responsibility for managing the case. The individual(s) involved in reporting an incident must make themselves available to college officials and local authorities as indicated.

Non-clinical Setting: When an employee, student or visitor of the college witnesses or suspects abuse, they shall notify a college official. The college official will notify the administrator on call and notify the appropriate local authorities, such as the police, when indicated. Oral reports are acceptable.	Employee / Student / Visitor	Students may notify a member of the faculty or a member of the college leadership team. Faculty and staff are expected to contact the Administrator On-call. Visitors may notify any employee. The employee will notify the Administrator On-call The Administrator On-call will assume responsibility for the case until it has been turned over to the proper authorities. The individual(s) involved in reporting an incident must make themselves available to college officials and local authorities as indicated.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Virginia State Code §63.2-1603, §63.2-1605, §63.2-1606, and 63.2-1509,
North Carolina Code Article 6, Chapter 108A
Sentara Health Policy Abuse, Neglect or Exploitation Reporting - Children and Adults

Procedure Name: Rules for Testing on Campus		
Department: Academic Affairs	**Process Owner:** Faculty Senate	**Original Date:** January 2016
Review Date: April 2019, January 2020, February 2022, May 2024	**Revision Date:** May 2017, August 2017, April 2018, January 2021, February 2023, February 2025	**Effective Date**: January 2016, May 2017, August 2017, August 2018, February 2021, August 2021, August 2022, August 2023, August 2025
Audience: Faculty and Students		

Purpose
To ensure consistency of testing practices on campus across all programs.

Document Scope
Sentara College is committed to providing high-quality education and promoting a culture of academic integrity. Testing is used across all college programs as a method to evaluate student attainment of learning outcomes. The student handbook and faculty handbook include the policies and procedures related to testing.

Faculty will brief students about the expectations and rules for testing on campus at least one (1) week before the testing date. The faculty will also follow up with a post in the learning management system reiterating the information.

Procedure
Note: students receiving accommodations will have the accommodations provided as designated by the Accommodations Form for Faculty.

Required action steps	***Performed by***	***Supplemental guidance***
Assign proctors for each scheduled test. Follow requirements if ratios or special testing procedures are required.	Faculty	None
Provide scratch paper and pencils to the student.	Faculty	None
Collect all scratch papers before students leave the classroom.	Faculty	None
At faculty discretion, students may be asked to move to a different seat in the classroom at any time during the test.	Faculty	None
Provide information on rounding rules in the Instructions section of the test (or the test question).	Faculty	None
Students will use the calculator available in the computer-based testing program. Alternate plan is to have faculty provide calculators.	Faculty	None
Proctors are responsible for the **continuous** monitoring of the students.	Faculty	None
Do not be late. Please refer to the Attendance Policy.	Students, Faculty	None
Place all personal belongings in the area designated by proctor(s). Preferably, students should leave belongings in their car; including cell phones, books, food or drinks, calculators, scratch paper, or notebooks.	Students	None

The college is not responsible for any lost, damaged, or stolen property.	Students	None
Students should inform the faculty member of the possibility of receiving an emergency call.	Students	None
Students shall not talk to or ask any questions of another student or faculty at any time once the test has begun. For technical issues, students shall raise their hand and wait for proctor assistance.	Students	None
Students may use earplugs while taking the test as approved by the proctor.	Students	None
Upon completing the test, quietly leave the classroom. Do not gather in the hallways outside of the other classrooms.	Students	None
Students shall not discuss the test with other peers/students as this is an Honor Code violation.	Students	None

Other recommendations for students:

1. Before the test, eat meals as usual.
2. Take medications as prescribed.
3. Go to the bathroom before the test begins.
4. Wear clothing that complies with the dress code policy and is appropriate for the classroom temperature.
5. Make sure your WiFi connection is SCOHS - Students & Guests.

Approval Process

1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures

Attendance - Students Policy
Professional Code of Conduct Policy

Policy Title: Rules for Testing Using Proctoring Technology		
Department: Academic Affairs	**Owner:** Faculty Senate	**Original Date:** September 2018
Review Date: April 2019, April 2020, July 2020, January 2021, April 2021, February 2022, May 2024	**Revision Date:** July 2020, April 2021, February 2023, February 2025	**Effective Date:** October 2018, October 2020, August 2021, August 2022, August 2023, August 2025
Audience: Faculty and Students		

Policy Statement

Sentara College of Health Sciences has approved software and expected behaviors for students to apply when taking high-stakes assessments as identified by faculty. Infractions of this policy will be considered if a student does not follow any part of the rules for testing, or when required, does not use the proctoring technology. Infractions will be considered a violation of the Professional Code of Conduct Policy.

Purpose

Sentara College of Health Sciences is committed to ensuring consistency in the application of the rules related to the use of the approved proctoring technology for testing across all programs, consistency in the behavioral expectations of students, and consistency in the administration of consequences when the established rules are not followed.

Procedures

Required action steps	***Performed by***	***Supplemental guidance***
Students must use approved proctoring technology when taking a quiz, test, or exam.	Student	Professional Code of Conduct
Students who do not use the approved proctoring technology to access the assessment will receive a zero (0) on that assessment.	Student	Professional Code of Conduct
Students must close ALL applications before opening the approved software to take the tests and only those applications may remain open during the entire testing time.	Student	Professional Code of Conduct
Students must not copy questions, answers, or parts of the questions/answers at any time before or after the administration of the assessment.	Student	Professional Code of Conduct
Students must show the entire testing area to the camera including a 360-degree view of the laptop/computer itself, the surrounding ceiling, floor, and the student's lap. This should be done with a detachable webcam or by using a mirror to show the laptop/computer to the camera.	Student	Professional Code of Conduct
If applicable, the student must show the front and back of the permitted whiteboard and a non-programmable calculator (cellphone calculators not permitted) to the camera before beginning the test.	Student	Professional Code of Conduct

Students must state the Honor Code out loud before starting test questions and while being recorded. Students will abide by the honor code when testing.	Student	Professional Code of Conduct; Honor Code
When the test concludes, it is required that the student show that the whiteboard has been erased (on both sides).	Student	Professional Code of Conduct
Appropriate dress is required during testing.	Student	Professional Code of Conduct
Cellphones and any audio, video, or image recording devices are not permitted in the testing area	Student	Professional Code of Conduct
The testing room/area needs to have minimal noise, which includes no music or TV and no ringing phones.	Student	Professional Code of Conduct
Other people, including children, are not permitted in the testing room/area. Pets are also not allowed in the testing area.	Student	Professional Code of Conduct
Do not get up and leave the testing area for any reason while the test is open.	Student	Professional Code of Conduct
During testing, the student's full face must be in full view of the camera.	Student	Professional Code of Conduct
No eating is permitted during testing except for hard candies, and if needed, glucose tablets, and/or cough drops.	Student	Professional Code of Conduct
Student is permitted to have one unlabeled bottle of water during testing.	Student	Professional Code of Conduct

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Professional Code of Conduct
Honor Code

Policy Title: Satisfactory Academic Progress (SAP)		
Department: Student Services	**Owner:** Registrar	**Original Date:** May 2009
Review Date: April 2020, June 2023, May 2024	**Revision Date:** August 2010, May 2011, February 2012, March 2012, June 2012, September 2012, June 2013, July 2014, June 2015, July 2016, February 2017, June 2017, October 2017, September 2018, March 2019, April 2019, April 2021, May 2022, January 2023, May 2023, September 2024, May 2025	**Effective Date:** May 2009, August 2010, May 2011, February 2012, March 2012, June 2012, September 2012, June 2013, July 2014, June 2015, July 2016, February 2017, June 2017, August 2018, September 2018, October 2018, March 28, 2019; August 2019; May 15, 2021; August 2021, August 2022, January 2023, May 2023. October 2024, May 2025
Audience: Students		

Policy Statement
This policy defines SAP procedures to measure the academic progress of Sentara College students in meeting degree requirements in a timely manner.

Purpose
The purpose of the policy is to define eligibility for SAP, measures used, academic warning, academic probation, appeal process, and any exceptions to SAP.

Definitions
Academic warning - the status a student is placed on for the subsequent credit-bearing semester after not meeting SAP requirements.

Academic probation - the status a student is placed on for the subsequent credit-bearing semester following academic warning where SAP requirements have still not been met.

Academic dismissal - the outcome of a student who fails in the first semester or fails two courses at any point in their program or the subsequent semester following academic warning and/or academic probation where SAP is still not met.

Appeal - the process of petitioning the college to reconsider eligibility of Title IV financial aid funds a student will take should they not meet satisfactory academic progress standards.

Maximum Time Frame (MTF) - the time frame a student must complete all degree requirements to maintain eligibility for Title IV financial aid funds.

Procedures
Eligibility
Students in degree programs are eligible for Title IV funds and are therefore held to the below standards. If the student will not be able to meet the standard for graduation, the student becomes ineligible for financial aid.

Measures Used
Two measures that students must meet for SAP are cumulative grade point average (GPA) and maximum time frame for program completion. These measures are cumulative and cover all periods of the student's enrollment regardless of

whether they are receiving federal financial aid.

A SAP review is completed at the end of every semester and is not complete until both the qualitative and quantitative measures have been reviewed.

- Cumulative GPA (Qualitative Measure)
    - Students in undergraduate programs must maintain a cumulative GPA of 2.0 and a minimum grade of "C" in all courses.
    - Students in graduate programs must maintain a cumulative GPA of 3.0 and a minimum grade of "C" in all courses.
    - If the grade in a repeated course is higher than the original grade, it will replace the original grade for GPA purposes. Transfer credits are not included in the GPA measurement.

- Maximum Time Frame (Quantitative Measure)
  Students must complete and graduate within 150% of the program length. Each SAP review will ensure students are progressing through the program and will graduate within the maximum time frame. Students must successfully complete 67% of the credits attempted for one specific program. This is cumulative throughout the program. Any course in which the student receives a grade – A, B, C, D, W, WP, and WF – is included in the quantitative calculation. Transfer credits, which are part of the student's program, are included in the quantitative measure.

  Those who exceed the maximum time frame are not eligible for Title IV funds. Situations that exceed this time frame will be evaluated on a case-by-case basis in terms of satisfactory progress in the program. This determination is made at the discretion of the college. Acceptable conditions under which the time is extended may include but are not limited to taking courses on a part-time basis, withdrawing/failing and re-enrolling, leave of absence, or other extenuating circumstances.

Maximum Time Frame (MTF) (118% of the Program Length)

Program	Program Length (in credits)	Measure (x 150%)	MTF (in credits)
Master of Science in Nursing - Entry to Nursing Practice	80	150%	120
Master of Science in Nursing - Clinical Nurse Leader	40	150%	60
Bachelor of Science in Nursing - Traditional	120	150%	180
Bachelor of Science in Nursing - RN to BSN	120	150%	180
Associate of Applied Science in Cardiovascular Technology - Adult Echocardiography	86	150%	129
Associate of Applied Science in Cardiovascular Technology - Cardiac Electrophysiology	82	150%	123
Associate of Applied Science in Cardiovascular Technology - Invasive Cardiovascular Technology	87	150%	130
Associate of Applied Science in Cardiovascular Technology - Non-Invasive Vascular Sonography	83	150%	124
Associate of Applied Science in Surgical Technology	76	150%	114
Academic Certificate in Cardiac Electrophysiology	16	150%	24
Certificate in Medical Assistant	28	150%	42

The maximum time frame is divided into increments, which do not exceed one academic year in length (see supporting documents for academic programs).

Academic Warning, Probation, and Dismissal

The Office of the Registrar will monitor all students and will track those who are on academic warning or academic probation.

Academic warning and academic probation statuses each last for one credit-bearing payment period (semester), during which the student's eligibility for financial aid funds remains unchanged. Academic warning does not have to escalate to academic probation. Academic warning can lead to dismissal.

NOTE: Students on academic warning or academic probation are ineligible for the Dean's List regardless of GPA at the time of the academic warning/academic probation. Additionally, first semester failures and two-course failure rules apply to specific programs. See below for more information.

Master's Entry to Nursing Practice (MENP), Traditional BSN, Cardiovascular Technology, and Surgical Technology

PLEASE NOTE: All students who do not meet SAP must speak with the Registrar. Re-entry is not guaranteed and will be based on availability of programs/courses.

First Semester Failure

If a student fails one (1) course in the first semester at Sentara College, the student will be dismissed from the program but is eligible to reapply. Additionally, if a student fails one (1) course in the first semester, the failure will be reviewed on a case-by-case basis at the request of the student. Students should contact the Office of the Registrar for information no later than seven (7) calendar days from the date the final grade is posted to request a review of the failure.

If the student is readmitted, the student will be placed on academic warning. In order to return to good academic standing, the student must: 1) successfully repeat the failed course and 2) their GPA must be a minimum of a 2.0 (undergraduate) or 3.0 (graduate) by the end of the first semester in which the student returns. Students may also retake additional first term coursework, if desired and if space is available. If the grade in a repeated course is higher than the original grade, it will replace the original grade for GPA purposes. Transferred courses do not affect grades or GPA. Courses that were previously passed but are retaken are not eligible for Title IV financial aid funds.

Failure Beyond the First Semester

If a student fails one (1) course in any semester beyond the first semester and therefore fails to meet SAP standards, the student will be notified by the Office of the Registrar. The student will be placed on academic warning if it is determined that the student should be able to meet SAP standards by the end of the subsequent credit-bearing semester. To remain enrolled in the college and be eligible for reinstatement to the program, the student must also complete specific requirements as stated below.

- The student is required to complete the non-credit developmental course NUR 001: Steps for Success or AHS 001: Steps for Success the following semester, as dictated by the student's program. Students are required to initiate their developmental plan for NUR/AHS 001 with their faculty advisor within two weeks after the semester ends.
    - A fee is associated with NUR/AHS 001. This fee is not covered by Title IV financial aid funds and is due by 12pm noon on the Friday before the semester starts.
    - While enrolled in NUR 001 or AHS 001, the student may also be required to audit another program course. (Please see the policy on auditing courses for more information.)
    - Students taking the NUR/AHS 001 course will be temporarily withdrawn from their degree program and become a non-matriculating student. Their seat in the degree program will be held pending successful completion of the NUR/AHS 001 course.
- At the end of the semester, the faculty advisor will submit the developmental plan to the program coordinator for review. The program coordinator will determine the student's status with respect to progression in the program and will alert the Office of the Registrar.
    - If the student is allowed to progress, the student will remain on academic warning and be reinstated in the program. The student will be required to successfully repeat the failed course and may also choose to repeat other courses along with the failed course. The student will remain eligible for financial aid. The periods during which the student waiting for the failed course to be offered again will not count toward the maximum time frame component of SAP.
    - The student may not return to the program if they have not successfully completed the developmental plan, including any additional requirements set forth by a program official, in the designated semester. If

the student does not successfully complete the developmental plan in the designated semester, they will be dismissed from the college and is not eligible for readmission to the same program.

Two Course Failures
If a student fails two (2) courses at any point in the program, they are not eligible for the developmental plan and will be dismissed from the college. They are not eligible for readmission to that particular program.

MENP GPA Requirement
If an MENP student fails to maintain the minimum cumulative GPA of 3.0 and therefore fails to meet SAP, the student will be notified by the Office of the Registrar. The student will be placed on academic warning if it is determined that the student should be able to meet SAP standards by the end of the subsequent credit-bearing semester. This situation may also occur in combination with a course failure. If this occurs, the student will follow the above section on course failures.

If the student is still not meeting SAP standards after the semester they were placed on academic warning, but should be able to meet SAP standards at the end of the next credit-bearing semester, the student may be placed on academic probation. The student will be notified and will be required to submit a "Failure to Meet SAP" letter of appeal to the Office of the Registrar by a specified deadline. Not submitting the appeal letter by the given deadline may result in withdrawal from the college.

<u>"Failure to Meet SAP" Appeal Letter Requirements</u>
In order to appeal the loss of financial aid eligibility, the student must submit an appeal letter to the Office of the Registrar. The letter must be submitted via email from the student's college email account. The college will review letters and the extenuating circumstances that lead to the inability to meet SAP standards. Extenuating circumstances include, but are not limited to divorce, death in the family, illness/injury, or unexpected hospitalization.

This letter of appeal must contain the following components:
1. An explanation of why you were unable to meet the minimum standards.
2. What has changed with your personal situation that will now allow you to meet the standards at the next evaluation.
3. A plan for achieving those standards in the future.

The college is under no obligation to grant the appeal. If the appeal is granted, the student will remain enrolled in the college and will be placed on academic probation.

<u>Academic Probation and Academic Plan</u>
- If it is determined the student will not be able to meet SAP standards after the semester they were placed on academic warning but should be able to meet SAP standards at a specified point in time prior to graduating and their appeal is approved, the student may be placed on academic probation with an accompanying academic plan. The academic plan will be created by the Office of the Registrar in conjunction with the program's chair. The plan must reflect realistic and attainable goals for the student.
    - As long as the student maintains requirements set forth in the academic plan, they will remain eligible for Title IV financial aid funds. Academic plan progress will be checked at the end of each term. Failure to follow the plan will result in dismissal from the college and inability for readmission to the same program.

During the time of academic warning or academic probation, the student will remain eligible to receive Title IV financial aid funds given they meet the above requirements.

RN to BSN and MSN Clinical Nurse Leader (CNL) Programs

PLEASE NOTE: All students who do not meet SAP must speak with the Registrar. Re-entry is not guaranteed and will be based on availability of programs/courses.

If a student fails a course(s) and/or fails to maintain the minimum GPA requirements and therefore fails to meet SAP requirements, the student will be notified by the Office of the Registrar. The student will be placed on academic warning if it is determined that the student should be able to meet SAP standards by the end of the subsequent credit-bearing semester.

If the student is still not meeting SAP standards after the semester they were placed on academic warning, but should be able to meet SAP standards at the end of the next credit-bearing semester, the student may be placed on academic probation. The student will be notified and will be required to submit a "Failure to Meet SAP" letter of appeal to the Office of the Registrar by a specified deadline. Not submitting the appeal letter by the given deadline may result in withdrawal from the college.

"Failure to Meet SAP" Appeal Letter Requirements

In order to appeal the loss of financial aid eligibility, the student must submit an appeal letter to the Office of the Registrar. The letter must be submitted via email from the student's college email account. The college will review letters and the extenuating circumstances that lead to the inability to meet SAP standards. Extenuating circumstances include, but are not limited to divorce, death in the family, illness/injury, or unexpected hospitalization.

This letter of appeal must contain the following components:

1. An explanation of why you were unable to meet the minimum standards.
2. What has changed with your personal situation that will now allow you to meet the standards at the next evaluation.
3. A plan for achieving those standards in the future.

The college is under no obligation to grant the appeal. If the appeal is granted, the student will remain enrolled in the college and will be placed on academic probation.

Academic Probation and Academic Plan

- If it is determined the student will not be able to meet SAP standards after the semester they were placed on academic warning, but should be able to meet SAP standards at a specified point in time prior to graduating and their appeal is approved, the student may be placed on academic probation with an accompanying academic plan. The academic plan will be created by the Office of the Registrar in conjunction with the program's chair. The plan must reflect realistic and attainable goals for the student.
    - As long as the student maintains requirements set forth in the academic plan, they will remain eligible for Title IV financial aid funds. Academic plan progress will be checked at the end of each term. Failure to follow the plan will result in dismissal from the college and inability for readmission to the same program.

During the time of academic warning or academic probation, the student will remain eligible to receive Title IV financial aid funds given the appeal was granted.

RN to BSN and CNL students are:

- Not required to complete a developmental plan if there is a course failure.
- Not affected by the two-course failure rule.
- Not required to repeat successfully completed corequisite courses.

Academic Certificate in Cardiovascular Electrophysiology (CEP) and Certificate in Medical Assistant (MA)

PLEASE NOTE: All students who do not meet SAP must speak with the Registrar. Re-entry is not guaranteed and will be based on availability of programs/courses.

If a student fails a course at any point in the program, the student will be required to reapply for the next available program start. If the student is readmitted, the student will be placed on academic warning. In order to return to good academic standing, the student must successfully repeat the failed course and their GPA must be a minimum of a 2.0 by the end of the first semester in which the student returns.

If the student is still not meeting SAP standards after the semester they were placed on academic warning but should be able to meet SAP standards at the end of the next credit-bearing semester, the student may be placed on academic probation. The student will be notified and will be required to submit a "Failure to Meet SAP" letter of appeal to the Office of the Registrar by a specified deadline. Not submitting the appeal letter by the given deadline may result in withdrawal from the college.

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1. An explanation of why you were unable to meet the minimum standards.
2. What has changed with your personal situation that will now allow you to meet the standards at the next evaluation.
3. A plan for achieving those standards in the future.

The college is under no obligation to grant the appeal. If the appeal is granted, the student will remain enrolled in the college and will be placed on academic probation.

Two Course Failures
If a student fails two (2) courses at any point in the CEP or MA they will be dismissed from the college. They are not eligible for readmission into the program.

How SAP affects or is affected by the following:
Changing Programs within the College
For any student wishing to change programs within the college, any credits and grades earned that count toward the new program will be included in the determination of GPA and SAP.

Students desiring to transfer to another program are encouraged to meet with the Office of the Registrar. Students who decide to transfer are required to meet all admissions requirements (prerequisites, GPA, etc.) and complete all admissions documentation, including signing a new enrollment agreement.

Incomplete Courses
A student must successfully complete and pass an incomplete course by the end of the subsequent add/drop period prior to progressing. (See Grading/Grades Policy for additional information regarding incompletes.)

Repeating a Course
When a course is repeated, it will be counted as credit hours attempted and the new grade will be used in the GPA calculation. Students in the BSN, CVT, ST, MENP, and MA Programs who fail to obtain a "C" or better in a theory course with a companion clinical course must repeat both the theory course and the related clinical course. Likewise, failure of the clinical course requires repeat of both the clinical and theory courses. In the repetition of a course, all course requirements must be met for both the theory and the clinical component.

Sequence of Courses
The courses in each program must be taken according to the identified sequence and time frame designated in the respective curriculum plans.

Withdrawal
If a student voluntarily or involuntarily withdraws from the program, the time period in which they are not enrolled at Sentara College is not included in calculating the 150% maximum time for program completion.

Approval Process
1. Policy Owner, 2. Assistant Dean of Student Services, 3. College Leadership Team

Related Documents/Policies/Procedures
Federal Regulations - Satisfactory Academic Progress
ABHES Manual - Standard IV.H.1-IV.H.3. and Appendix B
Leave of Absence Policy
Final Course Grade Challenge Policy
Auditing Policy
Grading/Grades Policy

Policy Title: Social Media and Internet Use		
Department: Administration and Finance	**Owner:** Associate Dean of Administration and Finance	**Original Date** April 2011
Review Date: April 2019, April 2020, April 2021, May 2024, April 2026	**Revision Date:** 2014, June 2015, April 2016, May 2017, May 2022, May 2023	**Effective Date:** April 2011, 2014, June 2015, April 2016, May 2017, August 2021, August 2022, August 2023
Audience: Faculty, Staff, Students, and Visitors		

Policy Statement
Sentara College of Health Sciences recognizes that social media sites and networking sites and tools can be effective for sharing information, collaboration, and communication with each other. Sentara College of Health Sciences' students are expected to portray a positive image of Sentara, refrain from spreading rumors and gossip, and not share confidential or proprietary information. Students are expected to be respectful, careful, responsible, and accountable with their internet activity and will be held accountable for any inappropriate internet activity as it relates to Sentara as outlined in the Statement of Student Responsibility & Confidentiality and HIPAA regulations.

Cyberbullying and cyberstalking will not be tolerated at Sentara College of Health Sciences. Cyberbullying and cyberstalking are defined as any activity that is defamatory, harassing, discriminatory, or intimidating and causes a person to fear for their person, safety, and property. This includes the use any form of communication method to include but not limited to computers, websites, cell phones, social media sites, and other internet activity to ridicule, harass, intimidate, humiliate, or otherwise bully or stalk a Sentara College student or any client or employee in Sentara Health.

Internet activity must not be represented as an official Sentara-sponsored site/page, nor can the internet posting claim to speak on the company's behalf. The Sentara Health and Sentara College of Health Sciences' logos must not be used in any internet activity not managed by Sentara Health.

At no time should internet activity interfere with, or distract from, performance of assigned duties, or customer service. It is never permissible for students to use any device to record audio, video, or pictures during clinical or within a facility that has patients/clients.

Any actual and/or appearance of a behavior that violates this policy will be handled according to the college's Professional Code of Conduct Policy. Infractions may be considered either a serious or critical violation and may end in dismissal from the program/course.

Purpose
The college is part of Sentara Health and all employees and non-employees must abide by the policies set forth by the healthcare system. Students are personally responsible for their internet activity and must portray any opinion as their personal opinion and not that of Sentara Health. Students must be mindful of the possibility that the posting may not be used as intended, nor can the posting be "erased." Students must be very conservative with what they post related to Sentara. When in doubt, students should not discuss Sentara related matters (to include, but not limited to matters related to clients, employees, visitors, etc.).

Definitions
None

Procedures

Clinical Responsibilities

Unapproved activity using any device that records patient information and/or patient photographs, audio, and/or video will be considered a breach of patient confidentiality. Students must comply with privacy standards to include but not limited to HIPAA. Students are expected to maintain professional standards while in the caregiver role.

College Campus Requirements

Students may only record photographs, audio, or video on the Chesapeake campus as follows:

- There is no violation of HIPAA, FERPA, or any other privacy regulation.
- During class time and only with prior permission of the instructor.
- In a classroom or simulation lab outside of class time.
- In non-classroom areas of the college (such as the student lounge, study areas outside of classrooms, library, lobby, and auditorium) during non-class time (including breaks) unless otherwise instructed by the college administration, faculty, or staff.
- At extra-curricular college sanctioned activities (such as graduation, bake sales, holiday events, student group meetings, etc.) unless otherwise instructed by the college administration, faculty, or staff.

Technical postings that may benefit other students or add to the industry conversation may be permitted. However, confidential information must never be revealed. Questions on what is acceptable to include in an internet posting should be directed to college administration or faculty.

Internet activity related to Sentara, its employees, students, physicians, customers, vendors, partners, or competitors and must not be defamatory, harassing, discriminatory, or in violation of any applicable law. Intellectual property rights, copyright, fair use, and financial disclosure laws must not be violated in internet activity related to Sentara.

Students who have concerns of inappropriate internet activity should consult a college official. Any questions regarding this policy or acceptable social media usage should be directed to college administration.

Approval Process

1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures

Sentara Health Policy Social Media Internet Policy
Professional Code of Conduct Policy
Statement of Student Responsibility & Confidentiality

Policy Title: Title IX Policy and Procedure Governing Students and Employees		
Department: Student Services, Office of Title IX	**Owner:** Title IX Coordinator	**Original Date:** October 14, 2020
Review Date: April 2021	**Revision Date:** August 2021, May 2021, May 2023, July 2024, September 2024, March 2025, May 2025	**Effective Date:** October 19, 2020, August 2021, August 2022, August 2023, July 2024, October 2024, March 2025, May 2025
Audience: All Employees, Students, Third-Party Contractors, Vendors and Visitors		

Scope

Sentara College of Health Sciences ("Sentara College" or "the College") is committed to maintaining a respectful and professional academic and working environment for students and employees. This includes having an environment free from unlawful sex-based harassment and discrimination. This Title IX policy applies to all settings and activities of the College, whether on individual campus properties owned or controlled by Sentara College or off campus while a person is participating in an educational program or activity of the College. This policy governs all persons who have a relationship with Sentara College that enables the College to exercise some control over the individual's conduct in places and activities that relate to the College's work. It also protects the Sentara College community from third-party harassment. While any person may report an incident of sex-based harassment or discrimination, incidents of sex-based harassment and discrimination that are reported to have occurred outside of the educational program, outside the United States, or that involve persons not affiliated with Sentara College are outside the scope of this policy for purposes of resolution, however, those incidents may be considered under the Student Conduct Code or the Employee Handbook. Nevertheless, any student or employee who reports an incident as defined in this policy will receive the option to receive supportive measures and to have the correct policy and procedure made available to them so that the institution may stop the alleged harassment or discrimination from continuing.

Sex-based harassment and discrimination, as described in this policy, are prohibited by Title IX of the Education Amendments of 1972. Sexual assault, domestic violence, dating violence and stalking also are prohibited conduct under Title IX, and are additionally defined by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Violence Against Women Reauthorization Act of 2013. These acts, as defined in this policy, are expressly prohibited at Sentara College.

The purpose of this policy is to affirm the College's commitment to prohibit discrimination on the basis of sex through the following efforts: 1) explicitly prohibiting discriminatory harassment based on sex; 2) identifying and defining prohibited conduct; 3) outlining the procedures Complainants should follow, including how and to whom to report; 4) providing a fair and impartial resolution process for both Parties; and 5) identifying on and off-campus resources and supportive measures available regardless of whether a formal complaint is filed.

Nondiscrimination Policy & Notice of Non-Discrimination

The College prohibits discrimination and harassment on the basis of race, religion, disability, sex (including pregnancy, childbirth, breastfeeding or related medical condition), gender identity (including gender identity and gender expression), sexual orientation, national origin, ancestry, citizenship status, uniform service member status, marital and parenting status, age, protected medical condition (including cancer, or a record or history of cancer, and genetic characteristics), or any other protected status in accordance with all applicable federal, state, and local laws.

All members of the educational community must be able to work and learn in an atmosphere of mutual respect and trust. We are committed to building and sustaining a community in which each person respects the rights of other people to live, work, and learn in peace and safety; and to have an equal prospect for realizing their full potential as individuals and

members of society. This includes having an environment that is free from all forms of harassment and discrimination for everyone, including students, employees, volunteers, applicants, and members of the public. The College will take appropriate action to prevent such misconduct and any person who engages in such behavior and for whom the College exercises control.

Sentara College of Health Sciences recognizes that it is important to coordinate this policy with other existing policies related to harassment and discrimination, knowing that harassment related to an individual's sex, sexual orientation, or gender expression can occur in conjunction with misconduct and harassment related to a person's race, ethnicity, national origin, religion, age, disability, or other protected status. Therefore, when a report is made of harassment or discrimination based on sex as well as harassment or discrimination based on some other protected status, the College will use all applicable policies respectively to address the reports and will coordinate the investigation and resolution efforts.

In the event that this policy is under review because of new federal or state law, the Title IX Coordinator has the right to implement changes to ensure that the most recent procedures are utilized in order to remain in compliance with Title IX and the Clery Act. Therefore, if that should occur, the Title IX Coordinator will provide, in writing, all changes that deviate from this written policy to the parties so that they are aware of the timeframes for resolution and the process that will be used to investigate and resolve the complaint. Inquiries regarding the application of this policy and the respective grievance procedures used to resolve complaints may be referred to the recipient's Title IX Coordinator, to the U.S. Department of Education's Office for Civil Rights, or both.

Prohibited Conduct

Sentara College expressly prohibits all forms of sex discrimination, including sexual harassment. Sexual harassment includes acts of sexual assault, dating violence, domestic violence and stalking as defined below. The definitions in this policy may differ from those used in the civil or criminal laws of the State of Virginia. In some cases, the definitions include behaviors that, while not torts or crimes under state law, still violate the College's standards of conduct for faculty, staff, and students. In addition, certain conduct may be punishable under state or federal criminal statutes, civil law, but not College policy. These processes are separate and distinct from one another, however, can run concurrently if the Complainant chooses to report an incident to the local police in addition to the Title IX Coordinator.

This policy specifically prohibits sexual harassment as defined by Title IX of the Education Amendments of 1972. Behaviors that do not meet the definition of sexual harassment in this policy may still be prohibited behaviors at Sentara College and will be considered under the Student Conduct Code or the Employee Handbook.

For purposes of this policy, all of the following definitions constitute conduct to be "on the basis of sex." Sentara College will treat attempts to commit any of the prohibited conduct as if those attempts had been completed.

Definitions of Prohibited Conduct

- *Quid Pro Quo Harassment* is when an employee of the College conditions the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct. "Sexual conduct" may occur in-person or via use of technology.
- Hostile Environment Harassment is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Sentara College's education program or activity. "Unwelcome conduct" may be verbal, nonverbal, or physical in nature.
- *Non-consensual Sexual Penetration* is the penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- *Non-consensual Sexual Contact* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity. "Private body parts" are considered the breasts, buttocks, and genitals/groin of another person.
- *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent. In Virginia, the statutory age of consent is 18 years of age, which means persons who are aged 18 and older may not have sex with persons under the age of 18. A close in age exception to the Virginia legal age of consent allows teenagers

aged 15, 16 and 17 to engage in sexual acts, but only with a partner younger than 18. Consensual sex where one partner is 15, 16 or 17 and the other is over 18 is a crime and a violation of this policy.

- *Domestic Violence* is a felony or misdemeanor crime of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person cohabitating with or who has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- *Dating Violence* is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- *Stalking* is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress. For the purposes of this definition, a "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Definition of Consent

Consent is sexual permission and is required for all acts of sexual contact between parties. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in, and continue to engage in, a specific sexual activity. In order to be valid, consent must be knowing, voluntary, active, present, and ongoing. Consent must exist from beginning to end of each instance of sexual activity.

To give consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of their actions. Individuals who are physically or mentally incapacitated cannot give consent. Some indicators that an individual is incapacitated due to intoxication may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, or inability to perform other physical or cognitive tasks without assistance. When alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. When drug use is involved, incapacitation is a state beyond being under the influence of or impaired by the use of the drug. Alcohol and other drugs impact individuals differently. Determining whether an individual is incapacitated requires an individualized determination.

Silence, without actions evidencing permission, does not demonstrate consent. Where force or coercion is alleged, the absence of resistance does not demonstrate consent. The responsibility of obtaining consent rests with the person initiating sexual activity. The College encourages verbal consent to be present at all times at each step of sexual activity.

Consent to engage in sexual activity may be withdrawn by either person at any time. A previous or current dating or sexual relationship, by itself, is not sufficient to constitute consent. Once withdrawal of consent has been expressed, the sexual activity must cease. Consent is automatically withdrawn by a person who is no longer capable of giving consent (due to falling asleep or passing out into a state of unconsciousness, for example). Consent may also not be present even when a person doesn't verbalize the words "no" or "stop." If a party has stopped participating, for example, is no longer moving their body in a reciprocal way to sexual touching, is no longer engaged/is no longer actively participating, then consent to sexual activity is suspect. The initiator of the sexual activity, upon observing that consent could no longer be present, should immediately stop sexual activity and check in with the other person(s) to ensure consent is still active.

When determining whether a person has the capacity to provide consent, the College will consider whether a sober, reasonable person in the same position knew or should have known that the other party could or could not consent to the sexual activity.

Confidentiality

College employees have different obligations and expectations when students or other employees disclose certain kinds of information to them.

Certain designated reporters are expected to keep student and employee information private, meaning that it will only be shared internally with other College employees who have a need to know and generally would not be shared externally, unless certain permissions were provided.

Other employees are expected to keep information confidential. Confidential employees typically are guided by state and federal law that requires that they not share information without permission from the student or employee or as otherwise permitted or required by law. Conversations with confidential employees are generally privileged and therefore have additional protections under state and federal law. This means that information disclosed to a confidential employee is not subject to disclosure in most instances. Licensed psychologists, counselors, psychiatrists, physicians, nurses, and advocates are some examples of confidential employees.

Confidential employees are not required to make a report to the Title IX office when a student or employee reports prohibited conduct to them and will typically not share information without permission from the individual reporting an alleged incident. However, they may be required or allowed to share information in certain circumstances. For example, if a court order is presented, if they have reason to believe that a student is at high risk for suicide or violence toward others, or if a minor is being abused. They may also be required to share non-identifying aggregate data if they are a Campus Security Authority as defined by the Clery Act.

Confidential employees do not all have the same legal requirements, exceptions or protections relating to confidentiality and privilege.

Therefore a "*Confidential Employee*" is (1) Any College employee who is a licensed medical, clinical, or mental-health professional (e.g., physicians, nurses, physicians' assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision) (collectively "Health Care Providers"), *when performing the duties of that professional role*; and (2) any College employee when performing administrative, operational, and/or related support for such health care providers.

A "*Responsible Employee*" is any College Employee *who is not a Confidential Employee*. A Responsible Employee is required to report to the College's Title IX Coordinator all relevant details (obtained directly or indirectly) about an incident of Prohibited Conduct that involves any student or employee as a complainant, respondent, and/or witness, including dates, times, locations, and names of parties and witnesses. Responsible Employees are not required to report information disclosed at public awareness events (e.g., candlelight vigils, protests, or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, "Public Awareness Events").

The College urges students and employees to seek emotional support after any incident of Prohibited Conduct. For this purpose, students and employees may seek out a Confidential Employee and/or they may seek out one or more confidential sources for crisis and ongoing counseling in the local community. More information about the options available to employees for confidential counseling and support can be found in Appendix B: On and Off Campus Resources.

If an individual wishes to disclose information only to a Confidential Employee, the student or employee should understand that, except in limited circumstances (e.g., (1) you give written consent to disclose the information; (2) there is a concern that an individual will cause serious physical harm to self or others; or (3) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18), the College will be unable to use the information to conduct an investigation into the alleged incident or to pursue disciplinary action.

If an individual initially seeks the assistance of a Confidential Employee, the student or employee always has the right to report an incident of Prohibited Conduct to the College and/or local law enforcement. In such cases, if the individual communicates to a Confidential Employee that they wish to make a report, the Confidential Employee should support their decision and direct the individual to the Title IX Coordinator or the Deputy Title IX Coordinator. Students and employees may obtain information from Confidential Employees about how to access health or mental health services, including victim advocacy services.

If the complainant reports to a non-confidential resource and requests confidentiality or asks that the complaint not be pursued, the College will take all reasonable steps to respond to the complaint consistent with the request for

confidentiality or request not to pursue an investigation including providing supportive measures as available. If a complainant insists that their name or other identifiable information not be disclosed to the respondent, the College's ability to respond may be limited. If the complainant continues to ask that their name not be revealed, the College will take all reasonable steps to respond to the complaint consistent with the party's request as long as doing so does not prevent the College from responding effectively to the harassment and preventing harassment or discrimination of other parties. At the same time, the College will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all persons. It is a violation of the College policy to retaliate against an individual bringing a complaint or providing information for an investigation.

Education records are maintained at Sentara College in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). All documentation related to a student's complaint, investigation, and resolution is protected by FERPA and not available to the public. Employee information is similarly protected. Non-identifying information may be shared with the campus Clery Act compliance administrator in order to comply with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. A complainant's name will never be published nor does the College house identifiable information regarding victims in the daily crime log or online. Persons may request that directory information on file be removed from public sources by request. To request removal of directory information, students should contact the Title IX Coordinator.

Reporting
Any person may report an incident of sexual harassment as defined by this policy to the College's Title IX Coordinator. Non-confidential College employees must report information witnessed or reported to them that could constitute Prohibited Conduct to the Title IX Coordinator within 24 hours. Reports can be made in person, via email, or via telephone and reports may be made at any time (including during non-business hours). A report is not a complaint. A complaint will be discussed further in this policy.

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The College has actual knowledge when sex-based harassment or sex discrimination is reported to the Title IX Coordinator, any Deputy Title IX Coordinator, or other officials with authority at the College. At Sentara College, this is all employees with the exception of confidential employees. Upon receipt of actual knowledge, the Title IX (or designee)

will contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, and explain to the complainant the process for filing a formal complaint.

Sentara College requires everyone in the campus community to report the suspected abuse or maltreatment of children (those under the age of 18.)

Sentara College does not limit the timeframe for reporting. If the respondent is no longer affiliated with Sentara College at the time the report is made, then the College may still conduct an inquiry for purposes of complying with Title IX and will provide supportive measures as appropriate.

Anonymous reports are also accepted and should be directed to the Title IX Coordinator, but the supplier of the anonymous report should be mindful that failure to disclose identifying information about the respondent, the complainant, or the facts and circumstances regarding the misconduct severely limits the College's ability to respond to, address, and remedy the effects of sex-based harassment and discrimination. Anonymous reports that provide enough information to constitute certain offenses that are reported to have occurred in Clery reportable geography will be reported to the Clery Act compliance administrator, less any identifying information regarding the complainant, for purposes of inclusion in the Annual Security Report and to assess for purposes of sending out a Timely Warning Notice (TWN).

Reports to Law Enforcement
After an incident of sexual assault, dating violence, domestic violence or stalking, the victim should consider contacting law enforcement and seeking medical attention as soon as possible. In the state of Virginia, in addition to receiving medical care, evidence may be collected even if you choose not to make a report to law enforcement. Individuals who experience sexual or intimate partner violence are encouraged to preserve evidence and to note the location and identity of witnesses. Victims of physical or sexual abuse are always encouraged to proceed to the closest hospital with forensic services to have evidence captured from their bodies and to make a report to police. Having evidence collected does not commit you to a course of action, leaves options open for you later, and can be invaluable if you choose to file a police report and cooperate with a criminal investigation. You may also have evidence collected even if you are unsure if you would like to file a report with law enforcement.

For Emergencies Call 9-1-1

For non-emergencies:
- Chesapeake City Police (757) 382-6161
- Hampton Police (757) 727-6111
- Newport News Police (757) 247-2500
- Norfolk Police (757) 664-3277
- Portsmouth Police (757) 393-5300
- Virginia Beach Police (757) 385-5000
- Williamsburg Police (757) 220-2331

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking Emergency Protective Orders. Although a police report may be made at any time, complainants should be aware that a one-year statute of limitations may apply to certain misdemeanors in Virginia.

Medical Attention
People who have experienced assault, abuse or neglect require the specialized care of a forensic nursing team, which in the Commonwealth of Virginia, consists of certified Sexual Assault Nurse Examiners (SANE). Forensic nurses have undergone specialty training to care for the physical, psychological and social needs of patients who have experienced violence, as well as training in physical evidence collection.

Many different types of patients utilize these services, including individuals who have experienced:
- Sexual assault or rape
- Intimate partner violence, known as domestic or dating violence (including strangulation)
- Child or elder abuse or neglect

- Human trafficking

SANE nurses also have specialized training in the collection and handling of physical evidence that could be used in a court case if needed. Patients who are cared for by the forensic nursing team do not have to criminally report cases to receive care. But evidence is always collected in case the individuals decide later to pursue charges. Forensic nurses are also able to provide expert witness testimony in court.

How Quickly Do Patients Need to Seek Care?
Individuals are encouraged to seek care as soon as possible, as that is better for their health and to preserve any needed physical evidence. In cases of rape and/or sexual assault, medication to prevent pregnancy and sexually transmitted infections (STIs) is available, but some are only able to be given within 3 days (72 hours) of the assault.

Physical evidence collection usually occurs within 5 days (120 hours) of the assault, but patients are encouraged to seek care even if it has been longer than the standard timeframe so they can receive appropriate medical attention.

Patients receiving care from the forensic nursing team can anticipate a thorough and compassionate experience. The patient is in charge and can stop the exam at any time, as well as elect to skip parts of an exam. The forensic nurse will provide education at each step in the process to make sure the patient understands why each step is taken and its purpose. Individuals are not required to report the incident to the police, and physical evidence can be collected and stored to be used later if an individual wants to take their time in making that decision.

Parts of the Exam (may vary based on the situation and type of assault):
- A patient history which will include discussing the assault so the forensic nurse can provide appropriate care and to guide possible evidence collection.
- A physical assessment, which can include evidence collection and preservation as well as the photographic documentation of injuries as needed.
- A physical exam of the genitals and anus, which may include evidence collection and preservation as well as the photographic documentation of injuries as needed.
- Treatment as needed for any injuries.
- Providing medication as needed to prevent pregnancy and sexually transmitted infections (STIs), though some can only be given within 72 hours of the assault.
- Assessing, discussing and referrals to any needed resources such as counseling, support groups, legal support or Hand in Hand violence intervention.
- Careful identification, collection, packaging and chain of custody of all forensic evidence to preserve items for possible future use in court.

Sentara College encourages victims to visit any emergency department at any area hospital. This is a list of area hospitals with SANE nurses (and additional locations may be accessed here).
- Sentara Virginia Beach General Hospital 1060 First Colonial Rd., Virginia Beach, VA, 23454
  757-395-8000
- Sentara Norfolk General Hospital 600 Gresham Dr., Norfolk, VA, 23507
  757-388-3000
- Sentara Independence 800 Independence Blvd., Virginia Beach, VA, 23455
  757-363-6100
- Sentara Leigh Hospital 830 Kempsville Rd., Norfolk, VA, 23502
  757-261-6000
- Sentara BelleHarbour 3920A Bridge Rd., Suffolk, VA, 23435
  757-983-0000
- Sentara Obici Hospital 2800 Godwin Blvd., Suffolk, VA, 23434
  757-934-4000
- Bon Secours Maryview Medical Center 3636 High St., Portsmouth, VA, 23707
  757-398-2200
- Bon Secours Health Center at Harbour View 5818 Harbour View Blvd., Suffolk, VA, 23435
  757-673-5800
- Bon Secours - Southampton Medical Center 100 Fairview Dr., Franklin, Virginia, 23851

757-569-6100
- Chesapeake Regional Medical Center 736 N Battlefield Blvd. Chesapeake, VA 23320
757-312-8121

Supportive Measures & Interim Disciplinary Action
Supportive measures are non-disciplinary, non-punitive individualized services designed to restore or preserve equal access to the College's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter sexual harassment. Supportive measures will be offered as appropriate and as reasonably available without fee or charge to the parties before or after the filing of a formal complaint or where no formal complaint has been filed. These measures may include, but are not limited to, mutual no contact orders, changes in class or work assignments, academic supports or modifications, transportation arrangements, changes in work or class locations, leaves of absence, increased security and monitoring of certain areas, campus escorts, social restrictions, counseling, and/or emotional support.

Any supportive measure provided to the parties will be maintained as confidential except as needed to provide the supportive measure.

The College may take interim disciplinary action against a student, including suspension, if after an individualized safety and risk analysis, the Title IX Coordinator determines that an immediate threat to the physical health or safety to a student or other individual exists arising from the allegations of sexual harassment. Following the determination, the Title IX Coordinator will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

The College may place an employee on administrative leave, with or without pay, prior to or during the grievance process.

Investigation & Resolution of Formal Complaints
Filing a Formal Complaint
A person who wishes to pursue a formal or informal resolution process at the College must file a formal complaint. A "formal complaint" is made when the Title IX or Deputy Title IX Coordinator has received a complaint signed by the complainant whereby the complainant states the grounds of the allegation and asks the College to proceed to investigate or otherwise resolve the complaint. Additionally, the College may sign a complaint on behalf of the College to initiate a formal resolution process when a complainant does not wish to participate if the reported behavior has the potential to interfere with the educational mission of the College. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the College.

At the time of the filing of the formal complaint, the complainant may request the complaint be considered under the formal or informal resolution process. The College reserves the right to determine that a complaint is inappropriate to resolve under the informal resolution process and if so, the complaint will proceed under the formal resolution process.

Dismissals of the Formal Complaint
Upon receipt of a formal complaint, the Title IX Coordinator will conduct an assessment to determine if the complaint constitutes a potential violation of this policy. If it does not, the complaint will be dismissed (or could be referred to another department or grievance process if the complaint constituted a violation of another Sentara College policy.) This includes complaints that would not constitute Prohibited Conduct as defined by this policy even if proven, did not occur within the College's education program or activity, or did not occur against a person in the United States.

Additionally, a formal complaint may be dismissed at any time during the investigation or hearing if a complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint, the respondent is no longer enrolled or employed by the College, or specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

The decision on dismissal will be made by the Title IX Coordinator but may be appealed by either party based on new evidence that was not reasonably available at the time the determination regarding dismissal was made, that could affect the dismissal decision. The appeal will utilize the appeals process outlined in this policy, i.e., new evidence will not be

evaluated past the determined appeal time granted by this policy and procedure. Upon a dismissal required or permitted pursuant to this section, the Title IX Coordinator will promptly send written notice of the dismissal and reason(s) simultaneously to the parties.

Consolidations
The Title IX Coordinator has the discretion to consolidate multiple complaints or reports into a single investigation if evidence relevant to one incident might be relevant to the others. Where a grievance process involves more than one complainant or more than one respondent, references in this section to the singular "party," "complainant," or "respondent" include the plural, as applicable.

If a case involves potential violations of other Sentara College policies, the Title IX Coordinator will refer those allegations to the appropriate office for review and resolution. As an example, a complaint that alleges a potential violation of this policy as well as a potential violation of the Faculty Handbook, then the complaint of sex-based harassment will be resolved using this policy and procedure and allegations related to the Faculty Handbook will be referred to the administrator with oversight of the faculty misconduct resolution process.

Amnesty/Immunity
In order to encourage reports of conduct that are prohibited under this policy, the College may offer leniency with respect to other violations which may come to light as a result of such reports, including alcohol and drug use by the complainant or witnesses. The Title IX Coordinator will make the determination on behalf of the College on a case-by-case basis.

Investigation
If the complaint could constitute a violation of this policy and the complainant has requested a formal resolution process, the complainant and respondent will receive written notice from the Title IX Coordinator of the allegations, including sufficient details known at the time with sufficient time to prepare before any initial interview. The parties will receive written simultaneous notification of additional allegations as appropriate.

A fair and impartial investigation will be conducted by at least one trained investigator appointed by the Title IX Coordinator. Sentara College reserves the right to employ external investigators if it determines that the investigation would be best conducted in this way. The parties will be provided with the name(s) of the investigator(s) and allowed three business days to request the removal and replacement of an investigator based on bias or conflict of interest. Any request for a change in an investigator must be accompanied by supporting information and the decision to assign a new investigator will be made at the sole discretion of the Title IX Coordinator based on information provided by the party.

Throughout the grievance process, the Title IX Coordinator will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of meetings, investigative interviews, and hearings, with sufficient time for the party to prepare to participate as well as advise the party of the opportunity to present evidence and witness information, if applicable.

A complainant and respondent have the right to an advisor of choice to be present at any meeting or disciplinary proceeding in which either party is required to be present. Sentara College will not restrict who this advisor is, although the advisor can only have one role in the process (i.e., the advisor cannot be a witness and an advisor.) Sentara College can and will restrict the role the advisor plays within the meeting or proceeding and will do so equally for both parties.

The investigation will typically include interviewing all involved parties (respondent, complainant, witnesses) and the collecting of any documentation or evidence relevant to the allegation. The College will not restrict either party from discussing allegations under investigation or from presenting relevant evidence or identifying relevant witnesses.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant and will not be requested by the investigator or allowed at the hearing, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. Additionally, the investigation and the hearing will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under

a legally recognized privilege, unless the person holding such privilege has waived the privilege.

At the conclusion of the investigation, the investigator and the Title IX Coordinator or Deputy Title IX Coordinator shall meet to determine if the preliminary investigation is complete. If the preliminary investigation is complete, the Title IX Coordinator will send to each party and the party's advisor, if any, a preliminary investigative report containing any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint.

The parties will be given 10 days to correct any information that is factually inaccurate or to present any new information to the investigator at this time. If new information is presented that prompts the need for further investigation, the investigator will complete the investigation based on the new information shared. At the conclusion of the supplemental investigation or if no further investigation needs to occur, the investigator will provide the final investigative report to the Title IX Coordinator who will distribute it to the respective parties and the parties' advisors, if any, at least 10 days prior to the hearing. The Investigator will include in the final investigative report a summary of relevant evidence.

Live Hearing
Upon completion of the final investigative report, the case will be assigned to a hearing. The Title IX Coordinator will appoint a trained decision-maker to adjudicate the matter who is not the Title IX Coordinator, a Deputy Title IX Coordinator who was in some way involved in the case, or the investigator for that particular complaint. The parties will be provided with the name of the decision-maker and will be allowed 5 days to request the removal and replacement of the decision-maker based on bias or conflict of interest. Any request for a change in a decision-maker must be accompanied by supporting information and the decision to assign a new decision-maker will be made by the Title IX Coordinator.

Hearings will be conducted via an online platform with video and audio capability, rather than in person.

At the live hearing, each party's advisor will be permitted to ask the other party and any witnesses all relevant questions and follow-up questions, including questions that challenge credibility. If a party does not have an advisor, the College will appoint one on behalf of the party free of charge. In this capacity, the advisor will be appointed for the sole purpose of conducting cross examination of the other party and witnesses. If any advisor violates the rules or engages in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or the decision-maker, that advisor may be prohibited from further participation and another advisor will be assigned.

At the hearing, the decision-maker is responsible for maintaining an orderly, fair, impartial, and respectful hearing. The decision-maker has broad authority to respond to disruptive or harassing behaviors, including adjourning the hearing or excluding any offending person. The decision-maker will determine the method for questioning at the hearing. Only relevant cross examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination question, the decision-maker must first determine whether the question is relevant and will explain any decision to exclude a question as not relevant. The decision-maker may also ask questions of the parties and witnesses.

In the absence of good cause, as determined by the decision-maker, information, witnesses, and other evidence discoverable through the exercise of due diligence that is not provided to the investigator during the investigation will not be considered at the hearing.

All hearings are closed to the public. A recording will be made by the College in accordance with law, but all other recordings are prohibited.

A complainant, respondent, or witness may decline to participate in the hearing. If a party does not appear at the hearing, the decision-maker may still rely on any previous statement of that party or witness to reach a determination as to responsibility. The decision-maker will not draw an inference about the responsibility determination based solely on a party's or witness's absence from the hearing or refusal to submit to questions. If a party does not attend the hearing, their advisor must still attend.

At the conclusion of the hearing, the decision-maker will make a determination regarding responsibility. If the decision-maker has determined that it is more likely than not that sex-based harassment occurred in violation of this policy, the

decision-maker will decide on the appropriate sanctions and remedies. After making a finding, the decision-maker will issue the determination, to include the reason for the finding and the associated sanctions and remedies, if any, in writing and simultaneously to the complainant and respondent. The decision maker will issue their finding and any associated sanctions within 5 business days of the hearing. The standard of proof used to determine whether or not a violation of this policy has occurred is the preponderance of evidence, which means it is more likely than not the misconduct occurred.

The Title IX Coordinator and Deputy Coordinators will routinely confer on cases to ensure consistent application of this policy. A Deputy Title IX Coordinator may be intentionally left out of conferment if the Title IX Coordinator believes they may be able to serve as the decision maker at the live hearing.

Typically, the investigation, resolution, and appeal will not exceed 60 days although Sentara College reserves the right to exceed this timeframe in order to conduct a thorough investigation. If the grievance process does or is anticipated to exceed 60 days, Sentara College will notify the complainant and respondent in writing and will advise them of the reason for the delay and the anticipated timeframe for the completion of the investigation.

The outcome/finding, the rationalization for the finding, and the sanctions imposed, if any, shall be conveyed to the complainant and respondent simultaneously and in writing as noted above via the Sentara College email system. If a party is no longer affiliated with Sentara College, the outcome/finding will be delivered via certified US Mail.

Student Sanctions
The decision-maker is responsible for determining sanctions and remedies. The decision-maker may confer with the Center for Student Success in determining the sanction for student respondents. The following sanctions and remedies may be imposed, individually or in any combination, when a student respondent is found responsible for violating this policy:

- Education/Training Requirement
- Loss of Privileges
- Permanent Supportive Measures
- Restitution
- Probation
- Suspension
- Expulsion

Staff within the Center for Student Success will impose the sanctions as identified by the decision-maker. The Title IX Coordinator will be responsible for implementing any remedies for the complainant.

Employee Sanctions
The decision-maker is responsible for determining sanctions and remedies. The decision-maker may confer with Human Resources in determining the sanction for employee as the respondent complaints. The following sanctions and remedies may be imposed, individually or in any combination, when an employee respondent is found responsible for violating this policy:

- Education/Training Requirement
- Permanent Supportive Measures
- Restitution
- Verbal Counseling
- Written Counseling
- Suspension in employment
- Termination of employment

Human Resources will impose the sanctions as identified by the decision-maker. The Title IX Coordinator will be responsible for implementing any remedies for the complainant.

Appeals
Both the complainant and the respondent have a right to appeal the finding or non-finding of responsibility or the dismissal of the case. Appeals must be on one of the following grounds:

- Procedural irregularity that affected the outcome of the matter;

- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, a Deputy Title IX Coordinator directly involved in the matter, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

Both parties will have five (5) business days from notification to appeal in writing to the next level of authority, whose decision is final. The decision-maker on appeal will not have been involved in the process up to the point of appeal.

Both individuals will be informed in writing and simultaneously of any change to the results that occur prior to the time that such results become final and when such results become final.

Informal Resolution Process
At the time of the filing of a formal complaint or at any time prior to a determination of responsibility, either party may request to proceed under a voluntary informal resolution process that does not involve a full investigation and hearing. The Title IX Coordinator will determine, based on the totality of the circumstances, whether an informal resolution process is appropriate given the facts and participants. For example, an informal resolution process is never appropriate for resolving reports alleging sexual harassment of a student by an employee or for any act in which physical violence is alleged to have been perpetrated.

Upon request and written agreement by the parties and the Title IX Coordinator that the informal resolution process is appropriate, the Title IX Coordinator will provide to the parties a written notice disclosing the allegations, and the requirements of the informal resolution process, including when the parties are precluded from resuming a formal resolution process, any consequences resulting from participating in the informal resolution, and the records that will be maintained and shared. Informal resolutions are not subject to appeal by any party.

Informal resolutions may include, but are not limited to;
- Placing a respondent on notice that, if such behavior has occurred or is occurring, such conduct should cease immediately;
- A written warning;
- Education and/or training for a respondent;
- Permanent supportive measures for the complainant;
- Mediation or other informal communication between the complainant and respondent;
- Messaging to the campus community; and/or
- Other methods or modalities as determined by the Title IX Coordinator in concert with the parties.

The parties may withdraw from the informal resolution process at any time prior to agreeing to a resolution and resume the formal resolution process with respect to the complaint. No information gleaned during the informal resolution process is permitted to be used in the formal resolution process.

Non-retaliation
Retaliation is defined as the taking of an adverse action against a person because of their opposition to unlawful discrimination or participation in a complaint, investigation, or lawsuit about discrimination. Retaliation includes acts like taking actions to affect a person's academic or school-related activities such as threats, unjustified negative evaluations, unjustified negative references, or increased surveillance, and any other action such as an assault or unfounded civil or criminal charges that are likely to deter reasonable people from pursuing their rights.

Adverse actions do not include petty slights and annoyances, such as stray negative comments in an otherwise positive or neutral evaluation, "snubbing" a student/employee, not talking to a student/employee, or negative comments that are justified by a student or employee's poor performance or history.

It is unlawful and a violation of this policy to retaliate against any person who has brought a good-faith complaint of discrimination or harassment or who has assisted in the investigation of a complaint of discrimination or harassment. Retaliation, whether actual or threatened, destroys the sense of community and trust that is critical to a learning and work environment. Sentara College considers acts or threats of retaliation in response to such disclosures or participation to

constitute a serious violation of Sentara College's policy, which may result in disciplinary action, up to and including dismissal, against the retaliator.
It is important to note that impermissible retaliation can occur even in those circumstances where it is determined that the complaint brought was without merit.

Any person who believes they are being retaliated against because of making a complaint or assisting in an investigation in violation of this policy, should promptly report the concerns to the Title IX or Deputy Title IX Coordinator assigned to the case. Allegations of retaliation will be handled through the Student Conduct Code or the Employee Handbook depending on the status of the retaliator.

Record Management
The College will keep for 7 years the following:

- All information obtained as part of each investigation, including any determination regarding responsibility and any audio or audiovisual recording or transcript; any disciplinary sanctions and/or remedies; any appeal, including the result of the appeal; and any informal resolution and the result therefrom.
- All information regarding any action taken, including supportive measures, and a rationale as to why a formal complaint was not filed. If a complainant was not provided with supportive measures, a rationale must be provided as to why supportive measures were not provided.
- All training materials used to train Title IX Coordinators, investigators, decision makers, appellate administrators, and those who facilitate the informal resolution process.

Generally, information from a student's discipline file is not released without the written consent of the student. However, certain information may be provided to individuals within or outside the College who have a legitimate legal or educational interest in obtaining it. Typically, the information that is released to those outside of the College is limited to information associated with findings of "in violation" which resulted in a suspension or expulsion (discipline file). Please refer to the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

Personnel files are the property of the College and will not be shared without a subpoena.

Disability Accommodations
A student is qualified as "a person with a disability" if they have a diagnosed impairment that substantially limits one or more major life activities (includes learning). While there is not a finite list of disabilities, representative categories include, but are not limited to: mobility, sensory (hearing or vision), communication, cognitive, learning, chronic illness, injuries, and psychological disabilities.

It is your right to disclose (or not disclose) your disability status to Sentara College. Any disability-related documentation that you submit to officially register with Sentara College will be maintained with confidentiality in accordance with the Family Education Rights and Privacy Act (FERPA). Disability-related Letters of Accommodation to be utilized by faculty and staff will not include your diagnosis.

Students may request accommodations through the Center for Student Success. Please email the Center at studentsuccess@sentara.edu to request an appointment.

Employees with a disability who desire accommodations regarding this policy must request an accommodation with Human Resources, who will share the required information with the Title IX Coordinator.

Similarly, those in need of interpretive services are encouraged to contact the Title IX Coordinator or Human Resources. Upon request or need, the information provided in this document may be made available in another language.

Appendix A: Rights & Options of the Parties
The Title IX Coordinator will ensure that the complainant receives an explanation of rights and options written in plain language with concise information. The written notification of rights and options will include the following:

- The importance of obtaining and preserving forensic and other evidence;
- The right to report or not report the alleged incident to the College, law enforcement or both, including information about the complainant's right to privacy and which reporting methods are confidential;

- The right to request and receive assistance from campus authorities in notifying law enforcement;
- The right to request and receive assistance in obtaining and enforcing a no contact directive;
- The right to information regarding Orders of Protection and information about where to bring a copy and how it will be enforced on campus;
- The right to speak to and receive assistance from on and off campus resources and other organizations that provide support and services to victims;
- The right to assistance from the College in accessing local health and mental health services, counseling, advocacy services, legal assistance, financial aid services and immigration/visa assistance;
- The right to supportive measures with or without the filing of a formal complaint, no matter where the incident is reported to have occurred and that the College will consider the complainant's wishes with respect to available supportive measures including without limitation changes to academic, living, dining, working, and transportation situations;
- The right to request a formal or informal resolution process if cause is found to proceed under this policy and a summary of the appropriate complaint resolution procedures; and
- Contact information for all of the people and organizations listed herein.

In the event that a formal complaint is filed, the complainant and the respondent will receive written notification of rights and options regarding the adjudication process, to include the following:

- The right for complainants and respondents to be treated equitably by the College which includes providing remedies to a complainant where a determination of responsibility for sex harassment has been made against the respondent, and by following a grievance process that complies with this policy;
- The right to a fair, impartial, proceeding that begins promptly and is completed within reasonably prompt timeframes;
- The right to a resolution process that is consistent with the College's policies, transparent to the complainant and respondent, and in which the burden of proof and of gathering evidence rests with the College and not the parties;
- The right to an advisor of the party's choosing during the grievance process. If a party does not have an advisor at the time of the hearing, the College will provide without fee or charge, an advisor of the College's choice for purposes of conducting cross examination;
- The right to reasonable accommodations during the process for persons who have documented disabilities;
- The right to participate as well as the right not to participate in any meeting or proceeding;
- The right to an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and that credibility determinations will not be based on a person's status as a complainant, respondent, or witness;
- The right to a determination regarding responsibility made at the conclusion of the resolution process and that the College makes no prior presumption of responsibility; and
- The right not to be retaliated against for filing a formal complaint and/or for participating in an informal or formal resolution process.

Appendix B: On & Off Campus Resources

On Campus Resources		
Resource Type	*Name of Resource*	*Contact Information for Resource*
Health	This resource is not available on campus.	
Mental Health	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Counseling	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Visa & Immigration Assistance	This resource is not available on campus.	
Legal Assistance	This resource is not available on campus.	
Victim Advocacy	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Financial Aid	Office of Financial Aid Mary Ann Rivera	Phone: 757-388-3015 financial_aid@sentara.edu
Other Services Available	Center for Student Success Victoria Brioso-Ang	Phone: 757-388-2864 studentsuccess@sentara.edu

Off Campus Resources		
Resource Type	*Name of Resource*	*Contact Information for Resource*
Health	Refer to sections on "Medical Attention" and "How Quickly Do Patients Need to Seek Care?"	
Mental Health	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Counseling	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Visa & Immigration Assistance	Student responsibility.	
Legal Assistance	Student responsibility.	
Victim Advocacy	Dr. Adelia Gregoire	Phone: 757-388-2926 agregoire@sentara.edu
Financial Aid	Student responsibility.	
Other Services Available	Center for Student Success Victoria Brioso-Ang	Phone: 757-388-2864 studentsuccess@sentara.edu

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Sentara College of Health Sciences Non-discrimination Disclosure
Title IX of the Education Amendments of 1972
Title VII of the Civil Rights Act of 1964
Virginia Human Rights Act. Violence Against Women Reauthorization Act of 2019
Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.
Va. Code § 23-1-806
Violence Against Women Act of 1994 (VAWA)
Chapter 4, Articles 1 (Homicide) and 4 (Assaults and Bodily Woundings) Title 18.2 of the Code of Virginia
Sections 18.2-61 to 18.2-67.10 of the Code of Virginia. Section 18.2-60.3 of the Code of Virginia
Sections 18.2-386.1 and 18.2-386.2 of the Code of Virginia
85 Fed. Reg. 30026, 30307 - Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)
Sentara College - Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA)
Sentara College Student Professional Code of Conduct

Policy Title: Tuition, Fees, and Refunds		
Department: Administration and Finance	**Owner:** Bursar	**Original Date:** July 2014
Review Date:	**Revision Date:** May 2015, April 2016, January 2017, May 2017, June 2018. April 2019, September 2019, April 2020, April 2021, May 2022, January 2023, May 2023, July 2024, April 2025, April 2026	**Effective Date:** July 2014, May 2015, April 2016, January 2017, May 2017, October 2019, August 2020, August 2021, August 2022, January 2023, August 2023, August 2024, April 2025, August 2026
Audience: Students (excluding Joint BSN Program)		

Policy Statement
An obligation to pay tuition and fees in full is incurred at the time the student enrolls in or adds a course(s). A student who withdraws, is dismissed, or who is granted a leave of absence from the College is eligible for a refund, which is determined in accordance with this policy.

This policy does not apply to the Nursing Joint Sentara College and Batten University BSN Program Students. Joint BSN Program students should contact Batten University directly for information regarding tuition, fees, and refunds.

Purpose
The purpose of this policy is to fully disclose all tuition and fees for an effective time period. This policy also describes procedures for administration of tuition, fees, and refunds.

Definitions
Tuition – the amount of money the college charges by the credit hour for each course.

Fees – required money for various additional items and services that students need to complete program, such as a graduation fee and technology fees.

Tuition and Fees
Current tuition and fees for all courses and programs can be found in the catalog.

Procedures
- Tuition and fees for all courses and programs are ***due by 12 pm noon on Friday before the semester begins***. No student may participate in any classroom or clinical experience until tuition is paid in full.
- Late payments will be assessed an additional fee per incident.
- Delayed VA Payments
    - Under S2248 PL 115-407 Section 103, Sentara College of Health Sciences will not impose a late fee, denial of access to facilities, or other penalties against a veteran or eligible dependent due to the late payment of tuition and/or fees from the VA up to the amount of the certified benefit. Any portion of the student bill not covered by VA benefits is still expected to be settled by the due date.
- Failure to show for a class will not dismiss any financial obligations.
- Registered students must officially withdraw by contacting the Office of the Registrar (please refer to the Change in Registration Status Policy).
- Students enrolled in undergraduate, graduate, and non-degree seeking (certificate) programs may pay tuition by cash, check, money order, or credit card (American Express, Discover, MasterCard, VISA).

- A charge will be assessed on a returned check. Once the college receives a returned check, checks will no longer be accepted from that student.
- Payments are accepted online, over the phone, or on campus.
- A payment plan is only available for the Patient Care Technician and Monitor Surveillance Programs.

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

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

Refunds
If the Office of the Registrar has been formally notified of the student's intention to withdraw no later than the first week of scheduled classes and provided there are no other outstanding debts, a tuition refund will be authorized as follows:

- A full refund of tuition for students completely withdrawing from the college.
- A full refund of the difference between tuition paid and the new tuition charges for students, including part-time students, who drop courses but do not completely withdraw from the college.

If the Office of the Registrar has been formally notified of the student's intention to withdraw *after* the first week of scheduled classes and provided there are no other outstanding debts, a tuition refund will be processed as follows:

Proportion of Total Semester* Taught by Withdrawal Date	Tuition Refund
0% - 4.55% (add/drop period)	100% of tuition
4.56% - 25.45%	75% of tuition
25.46% - 50.91%	50% of tuition
50.92% - 76.36%	25% of tuition
76.37% or more	No refund

*These figures are based on a full 16-week semester. For additional refund schedules see below.

The withdrawal date is determined to be the:
1. Date the student officially withdraws or is dismissed, or
2. Last recorded date of attendance by the student (as documented by the institution) in the case of a student who unofficially withdraws or otherwise fails to complete the program.

The dismissal date is determined as follows:
1. In the case where a student fails the course at the end of the semester, the last day of the semester is the dismissal date.
2. In the case where the student drops out or fails before the end of the course, the last recorded date of attendance is the dismissal date. (Please refer to the Academic Engagement Policy for the definition of the last date of attendance.)
3. In the case where a student fails one course in a semester but remains enrolled in other courses, the dismissal date is the last date of the semester.

Return of Title IV Funds
If a student withdraws, is dismissed, or takes a leave of absence after the first week and prior to the end of the semester, the college will calculate the percentage of unearned Title IV funds that must be returned to the federal financial aid programs. The college will use the U.S. Department of Education's guidelines to calculate amount to be returned. If a student completes 60% of the semester, all financial aid funds are considered earned and no return of funds is necessary. If a student separates from the college in the first week of a semester, 100% of the financial aid is returned. (Please refer to the Academic Engagement Policy for additional information.)

If the return of federal student aid results in a balance on the student's account, the balance becomes the student's financial obligation to the college. This refund policy does not apply to students who withdraw from some classes, but continue to be enrolled in other classes; this policy applies when the student separates entirely from the college. Supplemental fees are nonrefundable.

Unearned Funds/Returns

The college has 45 days from the date the college determines that the student withdrew or was dismissed to return all unearned Title IV funds for which it is responsible. The school is required to notify the student if they owe a repayment via written notice. The Office of the Bursar will provide the student with a letter/email informing him or her that a Title IV return calculation was performed and will issue the student a bill for any balance due that is created by the return of Title IV funds.

After a student withdraws the Office of the Bursar will:

- Perform the calculation of Return of Title IV funds the student has earned, and if any, the amount of Title IV funds for which the school is responsible.
- Adjust student's account to reflect the return or post-withdrawal disbursement.

The student will be provided with a letter/email explaining the return of funds in accordance with this policy, including the amount and type of funds that were returned. A copy of the notification will be stored in the student's record. In the event a student decides to rescind their official notification to withdraw, the student must provide a signed and dated written statement that they are continuing their program of study, and intends to complete the payment period. Title IV assistance will continue as originally planned. If the student subsequently fails to attend or ceases attendance without completing the payment period, the student's withdrawal date is the original date of notification of intent to withdraw.

Example of Calculation

In order to determine the percentage of Title IV aid earned by the student, the calendar days completed in the payment period are divided by the total calendar days in the payment period (excluding breaks of 5 days or more and days the student was on an approved LOA).

18 (completed days) ÷ 118 (total days) = 15.3% (% of completed calendar days)

In order to determine the amount of Title IV aid earned by the student, multiply the percentage of Title IV aid earned times the total of the Title IV aid disbursed plus the Title IV aid that could have been disbursed for the payment period.

15.3 % X $2,805.00 = $429.17 (Amount of aid earned by student)

If the percentage is greater than 60%, the student earns 100% of the disbursed Title IV funds or aid that could have been disbursed. If this percentage is less than 60%, then the percentage earned is equal to the calculated value. If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds to the Department of Education and the student may be required to repay a portion of the funds to the college.

Order of Return

Sentara College of Health Sciences is authorized to return any excess funds after applying them to current outstanding direct institutional charges. An explanation of the return of Title IV funds calculation performed on a student's behalf is available through the Office of the Bursar upon request if the request is received within three (3) years after the end of the award year in which the student last attended the college. In accordance with Federal regulations, when Title IV financial aid is involved, the calculated amount of the return of Title IV funds is allocated in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants

If a student believes that their individual circumstances warrant that charges or refund should be determined in a manner other than what is published in this policy, or if the student would like examples of the worksheets for this Return of Title IV Funds, or if there are general questions about the Return of Title IV Funds policy, please contact the Office of the Bursar by calling 757-388-2902.

Post-Withdrawal Disbursements
If the student did not receive all of the funds that they have earned, they may be eligible for a post-withdrawal disbursement. The Office of the Bursar will notify the student or parent that they are eligible for a post-withdrawal disbursement and have 14 calendar days from the date of the notification to accept a post withdrawal disbursement. The institution may use a portion or all of the post-withdrawal disbursement funds for tuition and fees. For all other school charges, Sentara College of Health Sciences needs the student's permission to use the post-withdrawal disbursement. If a response is not received from the student or parent within the allowed time frame or the student declines the funds, we will return any earned funds that the school is holding to the appropriate Title IV program. Post-withdrawal disbursements will occur as soon as possible and no later than 90 days of the date that the student withdrew.

Title IV Credit Balances
If a student's account has a credit balance after a return of funds calculation has been completed the balance will be credited to the student within 14 days. Students are encouraged to maintain active Direct Deposit for credit balances.

Timeframe for Returning an Unclaimed Title IV Credit Balance
If a school attempts to disburse the credit balance to the student and the student does not claim the funds, the college must return the funds no later than 240 days after the date the college issued the check. If a check is returned to the college or an EFT is rejected, the college may make additional attempts to disburse the funds, provided that those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or EFT is rejected and the school does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period. The college must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check.

Pell Recalculation Date
The Pell Recalculation Date is when the Financial Aid Office is required to evaluate a student's Federal Pell Grant eligibility based on their current enrollment status. The Pell recalculation is conducted each semester and occurs on the 10th business day following the start of the semester. If the Pell Grant awarded does not match the current enrollment status, the award must be adjusted. All award amounts listed in Anthology Student Portal are subject to change.

If a student was not yet enrolled for the semester at the time of the initial award, the award is based on an assumed full-time enrollment status.

After the Pell Recalculation Date
Any classes added after the Pell Recalculation Date will not count towards a student's Federal Pell Grant eligibility, regardless of the start date for the class. If a student drops, withdraws from, or does not attend classes that they were registered for, the financial aid award may be adjusted in the following situations.

- If funding has been already disbursed, you may be required to repay your financial aid. See "Return of Title IV Funds" above.
- If funding has not yet disbursed and:
    - enrollment decreases to less than 6 credits, any loans that were awarded will not disburse.
    - a student was awarded a Pell Grant, the award will be reevaluated to determine your eligibility.

Return of Scholarship Funds
Some scholarship dollars awarded may be revoked if a student withdraws or takes a leave of absence before the end of the semester. Students should consult with the scholarship foundation or organization on specific requirements of that fund.

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

If the Office of the Registrar has been formally notified of the student's intention to withdraw after the first week of scheduled classes and provided there are no other outstanding debts, a tuition refund will be authorized as follows:

16 Week Course Refund Schedule	
Day 1-5	100% Refund
Day 6-28	75% Refund
Day 29-56	50% Refund
Day 57-84	25% Refund
Day 85-110	0% Refund
66 days marks 60% completion	
12 Week Course Refund Schedule	
Day 1-5	100% Refund
Day 6-21	75% Refund
Day 22-42	50% Refund
Day 43-63	25% Refund
Day 64-82	0% Refund
50 days marks 60% completion	
8 Week Session/Module Refund Schedule	
Day 1-5	100% Refund
Day 6-14	75% Refund
Day 15-28	50% Refund
Day 29-42	25% Refund
Day 43-54	0% Refund
33 days marks 60% completion	
4 Week Session/Module Refund Schedule	
Day 1-5	100% Refund
Day 6-7	75% Refund
Day 8-13	50% Refund
Day 14-19	25% Refund
Day 20-26	0% Refund
15 days marks 60% completion	

Collections
If a student withdraws or is dismissed from the college and has an outstanding balance, the Office of the Bursar will make every effort to work with the student to resolve the account. Our goal is to help the student find a manageable solution. However, if we're unable to settle the balance through these efforts, the account may be referred to Sentara's Collections Department for further action.

We encourage students in this situation to contact the Bursar's Office as soon as possible to explore available options and avoid additional collection activity.

Approval Process
1. Policy Owner, 2. Associate Dean of Administration and Finance, 3. College Leadership Team

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

Policy Title: User Account Provisioning		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** April 2018
Review Date: April 2019, April 2020, April 2021, May 2022, May 2023, April 2026	**Revision Date:** April 2024	**Effective Date:** August 2018, August 2021, August 2022, August 2024
Audience: Faculty, Staff, Students, and Affiliates		

Policy Statement
The Office of Information Technology is responsible for the user account provisioning of all students, faculty, staff, and affiliates of Sentara College of Health Sciences.

User Account Provisioning encompasses two major actions:

1. Initial creation of an account
2. Retirement of an account

Definitions
User Account - an established relationship between a user and a computer, network, or information resource.

Separation - includes the following:

- Students who choose to withdraw or have graduated from the college
- Faculty, staff, and affiliates whose employment with the college is voluntarily terminated by the user

Emergency Termination - includes the following:

- Students who are dismissed from the college
- Faculty, staff, and affiliates whose employment with the college is involuntary terminated

Procedures

- User Account Creation:
    - The Office of Information Technology will be notified via the Help Desk to create a user account.
        - For faculty and staff, the manager or supervisor of the employee will make the request via the User Account Provisioning form.
        - For students, the Office of the Registrar will make the request.
        - For affiliates, a college official will make the request.
    - The Office of Information Technology will create accounts in all systems associated with a user's role(s) at Sentara College of Health Sciences.
        - For a list of currently supported information systems for which account access is provisioned, please see the Administrative Systems section of the Information Technology Services Policy.
    - The Office of Information Technology will notify the new user that their account(s) are set up and include directions for access.
- Retirement of account(s):
    - Upon a user's separation from Sentara College of Health Sciences, the Office of Information Technology will be notified via the Help Desk to schedule the deletion of all of the associated user's accounts. Users will receive advance notification regarding account access changes.
    - For emergency terminations, all accounts will be immediately suspended or deleted with no notification to the user of the account.

- For information about policy violations that could lead to emergency termination, please refer to the Related Documents/Policies/Procedures section of this policy.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Acceptable Use of Information Resources
Professional Code of Conduct
Email Usage
Information Security
Information Technology Services

Policy Title: Verification of Student Identity		
Department: Administration and Finance	**Owners:** Information Technology and Registrar	**Original Date:** December 2012
Review Date: April 2018, April 2019, April 2020, April 2021, May 2022, May 2023, April 2026	**Revision Date:** July 2013, July 2014, May 2015, April 2016, May 2017, May 2024	**Effective Date:** December 2012, July 2013, July 2014, May 2015, April 2016, May 2017, August 2021, August 2022, August 2024
Audience: Students		

Policy Statement
This policy establishes a process to determine that a student registered for a ground, blended, or online course is the same student who participates in, completes, and receives credit for the course.

Purpose
The purpose is to ensure that a student registered for a ground, blended, or online course is the same student who participates in, completes, and receives credit for the course.

Definitions
None

Procedures
Students seeking registration on campus, blended, or online courses will provide appropriate identification to establish their identity. There are processes in place to ensure the validity of the photo identification for students enrolled in these courses. Minimum requirements for identity verification include:

- Full name
- Email address
- Current address
- Home phone number
- Date of birth
- Government-issued photo identification (such as a driver's license, DMV identification card, passport, and military identification card)
- College Issued Student Identification

Students requesting a name change who are actively enrolled at the college who request to have their name changed will be required to show their social security card and government issued photo ID with the new name before any records or information systems are updated with the new name.

Verifying students – The college must verify that the same student who registers for a course is the same student who participates in and completes the course and receives academic credit. One (1) or more of the following methods must be used for verification:

- Login with username and password.
- Verification of student number, last four digits of student's social security number, date of birth, and current address for telephone transactions, such as technical support.
- Comparison of photo IDs (government issued ID or Sentara College issued student ID badge) for remote proctoring.
- New or emerging technologies and practices that are effective in verifying student identification.

When a course is offered primarily or jointly through a distance media (e.g., synchronous or asynchronous web programming, live video feed to a remote location) a unique individual login and password system provides security for coursework and exams through the college's learning management system.

All methods of verifying student identity must protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA).

Personally identifiable information collected by the college may be used, at the discretion of the institution, as the basis for identity verification. This information may include a combination of the following:

- Student ID number.
- Last four digits of the student's social security number.
- At least two (2) other pieces of information, such as the student's email address on file, date of birth, address, or username.

Approval Process
1. Policy Owner, 2. Associate Dean of Administration and Finance, 3. College Leadership Team

Related Documents/Policies/Procedures
Admissions Procedures
United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315
Guidance for Eligible Students to the Family Educational Rights and Privacy Act (FERPA) Policy

Policy Title: Wi-Fi Terms of Use		
Department: Administration and Finance	**Owner:** Information Technology	**Original Date:** June 2012
Review Date: April 2019, April 2020, April 2021, May 2023, April 2026	**Revision Date:** 2013, 2014, June 2015, April 2016, April 2018, May 2022, April 2024	**Effective Date:** June 2012, 2013, 2014, June 2015, April 2016, August 2021, August 2022, August 2024
Audience: Faculty, Staff, and Students		

Policy Statement
Sentara College of Health Sciences (Sentara College) has a wireless network (Wi-Fi). These "Terms and Conditions of Use" govern the rights and responsibilities and the college's rights and responsibilities relating to the use of the Wi-Fi System at Sentara College.

Purpose
Sentara College will provide access to the Wi-Fi System at locations ("Enabled Locations") that have been equipped with wireless access points. Access points or Enabled Locations may not be available in all areas of the college and may not always be operational. The Wi-Fi system at Sentara College is provided "free of charge" as a value-added service to staff, users, and business partners of Sentara College. This policy describes the service, access, user responsibilities, acceptable use, and examples of violations.

Definitions
None

Procedures
Access to the Internet
Sentara College does not screen or restrict access to any content placed on or accessible through the Internet. Sentara College also does not restrict communications between parties via the Internet. The user acknowledges that if they access the Internet they may receive or be exposed to content, goods, or services which they consider to be improper, inaccurate, misleading, defamatory, obscene, or otherwise offensive. The user agrees that Sentara College is not liable for any action or inaction with respect to any such content on the Internet accessible through the Wi-Fi System.

The User's Responsibilities
The user must (1) provide all equipment (including computer hardware and software, personal digital assistants, wireless network cards, etc.) to connect to the Wi-Fi System, (2) not disclose the network password issued to access the Wi-Fi System, (3) comply with local, state, federal and international laws and regulations, including but not limited to copyright and intellectual property rights laws. The user agrees to be responsible for and to bear all and consequences for (1) the accuracy, completeness, reliability and/or usefulness of any content available through the Wi-Fi System and (2) all communications that are sent or received via the Wi-Fi System. Sentara College does not undertake the security of any data the user sends through the Wi-Fi System and it is the responsibility of the user to secure such data.

Acceptable Use Policy
All users of the Wi-Fi System must comply with this Acceptable Use Policy (AUP). This AUP is intended to prevent unacceptable uses of the Internet. Sentara College does not actively monitor the use of the Wi-Fi System under normal circumstances. Similarly, the college does not exercise editorial control or review the content of any Web site, electronic mail transmission, newsgroup or other material created or accessible over or through the Wi-Fi System. However, the college may remove, block, filter or restrict by any other means any materials that, in its sole discretion, may be illegal,

may subject Sentara College to liability or may violate this AUP. Sentara College may cooperate with legal authorities and/or third parties in the investigation of any suspected or alleged crime or civil wrong. Violation of this AUP may result in the suspension or termination of the user's access to the Wi-Fi System disciplinary action according to the Sentara College Professional Code of Conduct Policy.

The following constitute examples of violations of this AUP:

The user agrees to NOT use the Wi-Fi System to:

1. Transmit any material (by uploading, posting, email or otherwise) that is unlawful, threatening, abusive, harassing, tortious, defamatory, obscene, libelous, invasive of another's privacy, hateful or racially, ethnically or otherwise objectionable;
2. Harm, or attempt to harm, minors in any way;
3. Impersonate any person or entity or falsely state or otherwise misrepresent the user's affiliation with a person or entity; forge headers or otherwise manipulate identifiers in order to disguise the origin of any material transmitted through the Wi-Fi System;
4. Transmit any material (by uploading, posting, email or otherwise) that they do not have a right to make available under any law or under contractual or fiduciary relationships (such as inside information, proprietary and confidential information learned or disclosed as part of employment relationships or under non-disclosure agreements);
5. Transmit any material (by uploading, posting, email or otherwise) that infringes any patent, trademark, trade secret, copyright or other proprietary rights of any party;
6. Transmit (by uploading, posting, email or otherwise) any unsolicited or unauthorized advertising, promotional materials, "junk mail," "spam," "chain letters," "pyramid schemes" or any other form of solicitation;
7. Transmit any material (by uploading, posting, email or otherwise) that contains software viruses or any other computer code, files or programs designed to interrupt, destroy or limit the functionality of any computer software or hardware or telecommunications equipment;
8. Interfere with or disrupt the service or servers or networks connected to the service, or disobey any requirements, procedures, policies or regulations of networks connected to the service;
9. Intentionally or unintentionally violate any applicable local, state, national or international law, or any regulations having the force of law;
10. "Stalk" or otherwise harass another; or collect or store, or attempt to collect or store, personal data about third parties without their knowledge or consent;
11. Resell the Wi-Fi System;
12. Use the Wi-Fi System for high volume data transfers, especially sustained high volume data transfers, hosting a web server, IRC server, or any other server.

The user understands and agrees that Sentara College may disclose communications and activities using the Wi-Fi System in response to lawful requests by governmental authorities, including Patriot Act requests, and judicial orders.

Sentara College requests that anyone who believes that there is a violation of this AUP direct the information to techsupport@sentara.edu and includes "WI-FI" in the subject line. If available, please provide the following information:

- the IP address used to commit the alleged violation;
- the date and time of the alleged violation, including the time zone;
- evidence of the alleged violation; and
- contact details including full name, email address and telephone number.

When reporting an issue regarding unsolicited email please provide a copy of the email messages with full headers which typically provides all of the above data. Other situations will require different methods of providing the necessary information.

Termination

The user agrees that Sentara College may terminate this Agreement and cancel access to the Wi-Fi System at any time, without notice and for any reason including, but not limited to, violation of any of the terms and conditions of this Agreement, security or safety reasons, and/or using the Wi-Fi System to perform any illegal activity. The user further

agrees that in the event of termination for any reason, Sentara College will have no liability to them.

Notice of Problems or Complaints
If experiencing a problem accessing or using the Wi-Fi System, report the problem by emailing techsupport@sentara.edu and include "WI-FI" in the subject line.

Modifications
Sentara College may, at its sole discretion, modify the terms and conditions of this Agreement, including the AUP, at any time. Such modifications shall be binding and effective upon posting on the Wi-Fi System 'Internet Access Signup' page. The user agrees to periodically review this policy to maintain awareness of any modifications. By continuing to use the Wi-Fi System after such postings, they accept and agree to any and all such modifications.

Indemnification
The user shall defend, indemnify and hold Sentara College and its corporate affiliates and their respective officers, directors, stockholders, employees, contractors, agents, successors and assigns harmless from and against, and shall promptly reimburse them for, any and all losses, claims, damages, settlements, costs, and liabilities of any nature whatsoever (including reasonable attorneys' fees) to which any of them may become subject arising out of, based upon, as a result of, or in any way connected with, the user's use of the Wi-Fi System or any breach of this Agreement.

No Warranty
The Wi-Fi system is provided on an "as is" and "as available" basis, without warranties of any kind. Sentara College does not warrant that the services will be uninterrupted, error-free, or free of viruses or other harmful components. Sentara College of Health Sciences makes no express warranties and customer waives all implied warranties including, but not limited to, warranties of title, non-infringement, merchantability, and fitness for a particular purpose regarding any merchandise, information or service provided through Sentara College or the internet generally. Customer expressly acknowledges that there are, and assumes all responsibility related to, the security, privacy and confidentiality risks inherent in wireless communications and technology and Sentara College does not make any assurances or warranties relating to such risks. No advice or information given by College of Health Sciences or its representatives shall create a warranty.

Limitation of Liability
Sentara College of Health Sciences, its employees, agents, vendors, and licensors are not liable for any costs or damages arising, either directly or indirectly, from the user's use of the Wi-Fi system or the internet, specifically including any direct, indirect, incidental, exemplary, multiple, special, punitive or consequential damages.

Approval Process
1. Policy Owner, 2. College Leadership Team

Related Documents/Policies/Procedures
Professional Code of Conduct Policy

Sentara College of Health Sciences
BATTEN UNIVERSITY™

FACULTY LISTING

ADMINISTRATION

***Megan Hunsinger, RCIS, RCES, CRAT**
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DEPARTMENT OF NURSING FACULTY

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Program Coordinator - Patient Care Technician
Sentara Community Outreach Program of Excellence (SCOPE) Faculty Advisor
Master of Science in Nursing, Grand Canyon University
Bachelor of Science in Nursing, Virginia Commonwealth University
Associate of Science in General Studies, Tidewater Community College
Diploma in Registered Nursing, Sentara College of Health Sciences

Johnnye Duff, RN, CCMA
Instructor of Practice in Nursing (Full-Time)
Program Coordinator – Medical Assisting
Juris Doctor, Regent University
Bachelor of Science in Liberal Arts, The University of the State of New York
Bachelor of Science in Nursing, Norfolk State University

Brandon Kowalski, CRAT
Education Specialist (Full-Time)
Program Coordinator - Monitor Surveillance
Certificate in Monitor Surveillance, Sentara College of Health Sciences

Aileen Tell, RN
Adjunct Faculty
Bachelor of Science in Nursing Completion Program (RN to BSN), South University
Associate of Science in Nursing, Norfolk State University

BATTEN UNIVERSITY™

BOARD OF TRUSTEES

Nancy T. DeFord, Ed.D
Chair

Scott D. Miller, Ph.D.
President of the University (Ex officio)

Sharon S. Goodwyn
Vice Chair

J. Timothy Bailey '83
Treasurer

Mavis E. McKenley '11
Secretary

Jonathan E. Pruden
Immediate Past Chair Professor of Biology

UNIVERSITY STAFF ACADEMIC AFFAIRS

***Deirdre Gonsalves-Jackson (2025, 2006)**
Provost and Vice President

Loren Loving Marquez (2019)
Associate Provost; Associate Professor of English

Victor R. Townsend, Jr. (2025, 2000)
Assistant Provost; Professor of Biology

***De'Vante Allen (2026)**
Director of Accreditation

Stephanie Timmerman (2024)
Administrative Assistant for Academic Affairs

Teresa Jones (2026)
Administrative Assistant for Academic Affairs

ACADEMIC TECHNOLOGY

Bryson Mortensen (2020, 2015)
Associate Professor of Music; Director of Batten University Online

Sean Eisenburger (2026)
Instructional Design Technologist

Jerome White (2026)
Director of Continuing Education; Instructional Technologist

JANE P. BATTEN HONORS COLLEGE

Travis B. Malone (2005)
Anne B. Shumadine Dean, Jane P. Batten Honors College; Batten Professor of Theatre

Jill Sturts (2015)
Associate Professor of Sport and Recreation Professions; Assistant Dean of the Jane P. Batten Honors College; Chair of Sport and Recreation Professions

Nikki Nieves (2023)
Director of Enrollment, Batten Honors College

BATTEN STUDENT CENTER

Bethany Arrington (2024)
Director of Recreation and Wellness

BIRDSONG SCHOOL OF SOCIAL SCIENCE

Craig C. Jackson (2024, 2005)

Dean of Birdsong School of Social Sciences; Associate Professor of Psychology; Director of Academic Effectiveness

JOAN P. BROCK SCHOOL OF MATHEMATICS AND NATURAL SCIENCES

Soraya M. Bartol (2025, 2005)
Kenneth R. Perry Dean of the Joan P. Brock School of Mathematics and Natural Sciences; Professor of Marine Biology

CAMPUS LIFE AND OPERATIONAL MANAGEMENT

Keith Moore (1999)
Senior Vice President

***Jason Seward (2001, 2025)**
Chief Operations Officer; Vice President for Enterprise Strategy

Jana Cowan (2025)
Assistant to the Senior Vice President

COUNSELING SERVICES

Michelle De Rosa (2024)
Director of Counseling and Student Health

DINING SERVICES

Heather Beatty (2022)
General Manager of Sodexo Dining Services

DUPLICATION AND POSTAL SERVICES

Revenia Neufville
Duplication and Postal Services Manager, Scribner University Store

ESPORTS

Brandon Kwon (2023)
Director of Esports

FACILITIES MANAGEMENT

Bradley Botkin (2023)
Director of Facilities Management

Michael Rigby (1987)
Assistant Director of Facilities Management, Grounds & Housekeeping

Ginny Videll (1998)
Coordinator of Conferences and Special Events

FINANCIAL AID

Beth Koroleski (2022)
Assistant Vice President for Student Financial Planning

Amanda Lynn Barker (2026)
Financial Aid Counselor

Jennifer Sands (2020)
Assistant Director of Financial Aid/VA School Certifying Official

FINANCE AND ADMINISTRATION

***Sylvia Schelly (2026)**
Acting Chief Financial Officer

Dana Bradshaw (2024)
Accounts Payable Coordinator

Elle Cowan (2024)
Student Accounts Specialist and Cashier

Michele Hedspeth (2016)
Director of Student Accounts

Laurie Miller (2024)
Accountant

Michael Pettry (2021)
Director of Purchasing

Cathy Roache (2025)
Student Accounts Coordinator

Marquianta Washington (2023)
Payroll Accountant B.A., ECPI

Kiandra Wilder (2023)
Student Accounts Coordinator

SUSAN S. GOODE FINE AND PERFORMING ARTS CENTER

Joseph "Trey" DelPo III (2020)
Director for the Susan S. Goode Fine and Performing Arts Center and Instructor in Performing Arts

SUSAN S. GOODE SCHOOL OF ARTS AND HUMANITIES

Sally H. Shedd (2024, 1999)
Dean of the Susan S. Goode School of Art and Humanities; Batten Professor of Theatre

H.C. HOFHEIMER, II LIBRARY

Stephen G. Leist (2012)
Head Librarian

Sarah deRosa (2023)
Research and Electronic Resources Librarian II

Abe Nemon (2023)
Instructional and Online Learning Librarian

Devin Ortiz-Hoffman (2026)
Outreach and Access Services Librarian

HUMAN RESOURCES

Marilyn Harris (2026)
Director of Human Resources and Title IX Coordinator

INFORMATION TECHNOLOGY

William McGuire (2025)
Chief Information Officer

Jordan Allen (2021)
Enterprise Resources Programmer – Customer Relationship Manager

Terry Critser (2003)
Director of Enterprise Information

Zachary Lilliston-Courtright (2026)
Senior Business Systems Analyst

Ethan McQuade (2023)
Systems Administrator

Sai Harshith Reddy Palepu (2024)
ERP Programmer and Business Analyst

Josiah Keelan Palma (2024)
IT Support Specialist

Christina Todd (2021)
Manager of User Support

Marcia J. Williams (1997)
Information Security Officer; Network Manager

INTERCOLLEGIATE ATHLETICS

Jeff Bowers (2000)
Head Women's Soccer Coach;
Associate Director of Intercollegiate Athletics

Brandon Elliott (2007)
Assistant Director of Intercollegiate Athletics for Advancement; Head Softball Coach

Jacob Balot (2025)
Head Cross Country and Assistant Track & Field Coach

Baylor Baxley (2025)
Head Field Hockey Coach

Megan Belo (2024)
Head Women’s Basketball Coach

Ethan Clark (2025)
Assistant Men's Soccer Coach

Tyler Costello (2023)
Director of Athletic Communications

Thomas Crandall (2025)
Assistant Baseball Coach

Karissa Cumberbatch (2021)
Director of Men's and Women's Volleyball

Marcus Curry (2022)
Assistant Men's Basketball Coach

Trish Doherty (2016)
Administrative Assistant/ Business Manager, Athletics

Chris Francis (2014)
Head Baseball Coach

Emerson Foster (2025)
Head Women's Lacrosse Coach

Tom Hall (2023)
Director of Men's and Women's Golf

Jamaar Hawkins (2025)
Head Women's Flag Football Coach

Sam Jones (2019)
Head Men's Lacrosse Coach

Shane Kohler (2020)
Head Men's Soccer Coach

Carly Laidlaw (2019)
Head Athletic Trainer

Braden Long (2025)
Assistant Men's Lacrosse Coach

Dave Macedo (1998)
Head Men's Basketball Coach

James Moskowitz (2022)
Director of Men's and Women's Tennis

Diandra Mundle (2025)
Assistant Women's Basketball Coach

BT Pham (2025)
Director of Cross Country and Track & Field

Millie Thompson (2025)

Assistant Softball Coach

Cassondre Wilburn (2023)
Interim Director of Men's and Women's Swimming

Rachel Wilson (2025)
Assistant Women's Soccer Coach

DAVID L. KAUFMAN CENTER FOR ENROLLMENT SERVICES

***Heather Campbell (2015)**
Vice President for Enrollment and Student Success

Crit Muniz (2014)
Associate Vice President for Student Success

Larry L. Belcher (2018)
Director of Innovative Partnerships and Enrollment, Global Campus

Charline Bess (2000)
Office Manager, Center for Enrollment Services

Heath Marton (2023)
Senior Enrollment Counselor

Nikki Nieves (2023)
Director of Enrollment, Batten Honors College

Malleri Santiago (2008)
Director of Admissions

INSTITUTIONAL RESEARCH

Shane Boyd (2018)
Director of Institutional Research

THE LEARNING CENTER

Sandra Ewell (2016)
First Year Advisor

Nancy Rechkemer (2022)
Coordinator of University Advising Services

THE ATHENAEUM

Alice Jones (2022)
Director of Career Development

Brooke Novkovic (2018)
Director of Global Engagement

John Rudel (2005)
Professor of Art; Director of Undergraduate Research; Curator of Exhibitions for the Neil Britton Art Gallery

Arin Shatto (2025)
Director of Civic Engagement and Service Learning

MARKETING AND COMMUNICATIONS

Kristina Raines (2025)
Executive Director of Marketing and Communications

Kayla Monroe (2024)
Branding and Design Manager

W. Michael Skipper (2010)
Director of Web Services

Laynee H. Timlin (2009)
Content and Media Manager

OFFICE OF THE PRESIDENT

***Scott D. Miller (2015)**
President of the University; Professor of Leadership Studies

Kelly Cordova (2015)
Chief of Staff/Vice President for Strategic Initiatives

Lori L. Harris (2007)
Executive Assistant to the President

Shelley Hunter (2023)
University Affairs and Presidential Events Coordinator

Anja Serby-Wilkens (2014)
Assistant to the President

REGISTRAR

Rachael Burgess (2016; 2026)
Assistant Registrar; Acting Registrar

Imani Myint (2022)
Academic Records Specialist

Jenn Shirley (2026)
Registrar Specialist

RESIDENCE LIFE

Elyse Rosen (2021)
Director of Residence Life

ROBERT NUSBAUM CENTER

Craig Wansink (2014)
Batten Professor of Religious Studies; Chair of Religious Studies; Joan P. and Macon F. Brock, Jr. Director of Robert Nusbaum Center

Kelly T. Jackson (2014)
Associate Director of the Robert Nusbaum Center

SCRIBNER UNIVERSITY STORE

Kimberly Brown (2000)
Manager

Elizabeth Mors
Store Coordinator, Scribner University Store

SECURITY

Carl Cartwright (2026)
Director of Safety and Security

Randy Lott (2009)
Senior Shift Supervisor

Arnold Selga (2013)
Locksmith Shift Supervisor

STUDENT ENGAGEMENT

Jennifer Cohen (2025, 2023)
Assistant Vice President for Campus Life

TRINDER CENTER FOR ADVANCEMENT

David Black (2017)
Executive in Residence

Brandon Elliott (2007)
Head Softball Coach; Assistant Athletic Director for Advancement

Shavon Fanfair (2024)
Gift Entry and Records Coordinator

Kayleigh French (2025, 2021)
Director of Alumni Engagement

Sarah Guzzo (2017)
Director of Stewardship

Michelle Lampley (2021)
Advancement Operations Coordinator

Carolyn McKenna-Sloat (2023)
Director of Business and Corporate Development

GLOBAL CAMPUS

Drian Glyde (2024)
Dean of Global Campus; Assistant Professor of Management, Business and Economics

Larry L. Belcher (2018)
Director of Innovative Partnerships and Enrollment

D. HENRY WATTS SCHOOL OF PROFESSIONAL STUDIES

William J. McConnell (2019, 2015)
Dean of the D. Henry Watts School of Professional Studies; Batten Associate Professor of Education;

Note: All personnel indicated with an asterisk (*) serve as the on-site administrator or designated management personnel for the Sentara College of Health Sciences.