

2017–2018 Program Catalog and Student Handbook



**Blessing-Rieman College
of Nursing and
Health Sciences**

Broadway at 11th Street • PO Box 7005 • Quincy, Illinois 62305-7005
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www.brcn.edu

Publication Date: August 21, 2017

The *Program Catalog and Student Handbook* provides information about the policies, procedures, and services governing academic programs and student life at Blessing-Rieman College of Nursing and Health Sciences (hereinafter referred to as “the College”).

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GENERAL INFORMATION

MISSION

The mission of the College is to provide excellence in professional nursing and healthcare career education.

VISION

The College will be recognized as a caring and engaged learning community, committed to preparing healthcare leaders for success and life-long learning enriched by promoting whole person care, quality, and safety.

VALUES

The College's values are:

- Compassion
- Dedication
- Leadership
- Professionalism
- Quality
- Respect
- Safety

RELATIONSHIP BETWEEN THE COLLEGE AND BLESSING HOSPITAL

The parent organization of the College is Blessing Hospital. The College of Nursing Board is a standing committee of the hospital's Board of Trustees, having the authority to govern and manage the College.

Blessing Hospital is a major supporter of the College, providing financial subsidies, clinical sites, and facilities. The hospital, located in Quincy, Illinois, is the primary site for students' nursing experiences. The College is located at 11th and Spring Street on the 11th Street campus of the hospital.

Blessing Hospital is a not-for-profit, not-tax supported, independent hospital, serving the tri-state area of west-central Illinois, northeast Missouri, and southeast Iowa. As a regional healthcare provider, the hospital offers a breadth of services that provide students with a wide range of experiences in healthcare.

Blessing Hospital is a member of the Blessing Health System and overseeing the activities of the system is Blessing Corporate Services (BCS). The mission of BCS is to "improve the health of our community."

EQUAL OPPORTUNITY/NON-DISCRIMINATION

The College does not practice or condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national or ethnic origin, religion, sex, age, marital status, veteran status, or disability to the extent required by law.

CHANGES IN THE CATALOG/HANDBOOK

The College reserves the right to change courses, requirements, and policies that are stated in this catalog/handbook without advance notice. Students will be informed of changes by email, mail, flyers, posters, and/or announcements.

ABOUT THE COLLEGE

The College is a private, not-for-profit institution of higher learning that offers a baccalaureate and master's degree in nursing. The College also offers an associate degree program in respiratory care.

The College offers the Bachelor of Science in Nursing Degree (BSN) through its own program as well as through two joint programs. Basic students earn the degree through a partnership with Culver-Stockton College or Quincy University. Both the College and the partner institution jointly confer the degree. The College provides the nursing education and the partner institution provides the general education as well as the liberal arts experience. Advanced placement and RN-BSN students earn the BSN through the College's own program.

The basic track is for first-time college students, transfer students, individuals with an associate degree in another field, and LPNs who have successfully completed a practical nursing program and hold a current practical nurse license. The advanced placement track is for individuals who have a baccalaureate degree (BA or BS) and/or a graduate degree in another field. The RN-BSN track is for RNs who have successfully completed an associate degree or diploma nursing program and hold a current professional registered nurse license.

The College confers the Master of Science Degree in Nursing (MSN) through its own graduate program. The purpose of this program is to prepare registered nurses for roles in nursing administration or nursing education. The MSN Program has two entry points, MSN and RN-MSN. MSN entry is for baccalaureate-prepared nurses and RN-MSN entry is for associate degree and diploma prepared nurses.

HISTORY OF THE COLLEGE

In October, 1873, several prominent citizens formed "The Charitable Aid and Hospital Association of Quincy." This group had originally organized as the "Relief Association" to help the poor in the winter of 1869. Gradually through their work with the poor, it became obvious the sick needed a place to recover, and the goals of the Association became more centered toward the care of the sick and the establishment of a hospital. Blessing Hospital was built and opened for patients in May, 1875.

A Resident Directress was appointed by the Board of Trustees. She admitted patients and took charge of all the domestic duties in the hospital. In March of 1877, Miss Almira C. Davis came to Blessing. She was an 1876 graduate of Bellevue School of Nursing in New York, one of the most famous hospitals in nursing history and the first Nightingale nursing school in the United States. Miss Davis was in the third graduating class of Bellevue and after serving as their Assistant Superintendent, came to Quincy to run Blessing Hospital. She was paid \$500 per year and asked to give instruction to others in the duties of her profession whenever requested by the Board. In 1878, the Board of Trustees formed a Board of Lady Managers to manage the hospital.

From the very beginning of their tenure, The Board of Lady Managers was concerned about nursing and for many years expressed a desire to have a training school at Blessing. There were several false starts, due to a lack of acute patients on which to gain experience, lack of pupils, lack of money (the hospital was totally supported by donations) and a lack of properly-trained staff to organize and run a school. These obstacles were overcome and the first students were accepted in 1891. Money was raised and housing was secured for the pupils. The first

class of three nurses graduated in September, 1894. Classes have graduated every year since then with the exception of 1906 (because the program changed from two years to three years in 1904) and 1988 (because the last diploma class graduated in 1987 and the first baccalaureate class graduated in 1989).

Blessing Nurses Alumni Association began in 1900, just a few years after the national organization, the American Nurses Association, was formed. In 1909, the school was accredited by the Illinois Department of Registration and Education, which had been organized in 1908. Blessing was on the first list of accredited schools in the state of Illinois. As an accredited diploma school, Blessing graduates sat for the licensure exam and after passing the examination became registered nurses (RN).

Throughout the years of the training school, the age requirement for applicants was lowered and work hours were shortened while the educational requirements increased and the class hours were lengthened. The school changed from the service-centered education to the learning-centered education of today. General education classes were taught at Quincy College from 1946 to 1960 and at Culver-Stockton College from 1960 to 1985.

In 1985, Blessing Hospital School of Nursing and Culver-Stockton College agreed to form a program to jointly award a baccalaureate degree in nursing. With a multi-million-dollar bequest for endowment from Cedric H. Rieman, in memory of his wife, Lucille, a former member of the Advisory Committee of the School of Nursing, the Blessing-Rieman College of Nursing was instituted to continue the tradition of excellence in education and care that had begun in 1891. In 1998, Blessing-Rieman College of Nursing added Quincy University as a partner in a joint baccalaureate nursing program.

Both partner institutions are independent, fully-accredited coeducational four-year liberal arts colleges. Both colleges have long been recognized as outstanding private educational institutions in the Midwest. Culver-Stockton College was chartered in 1853 as Christian University. Quincy University was chartered in 1873 as St. Francis Solanus College. Both institutions offer many of the traditional elements of life on a small college campus—intercollegiate sports, fine arts, cultural events, and a small student-to-faculty ratio. Culver-Stockton College also offers sorority and fraternity housing.

A track for second degree students seeking the baccalaureate degree in nursing was added in 2003 and in 2016; an entry level master's degree in nursing was added for those second degree students seeking a graduate degree in nursing. The master's program, conferring a master's degree in nursing, was implemented in the summer of 2007. In 2015, the Respiratory Care Program was implemented, conferring the associate of science degree in allied health. The degrees for these programs are conferred by Blessing-Rieman College of Nursing and Health Sciences. To acknowledge the College's associate degree in allied health, the College's name was changed from Blessing-Rieman College of Nursing to Blessing-Rieman College of Nursing and Health Sciences in 2016.

Blessing Hospital School for Nurses and Blessing-Rieman College of Nursing and Health Sciences have over 1900 graduate nurses since their small beginning in 1891. New and prospective students can take pride in knowing they are part of a long tradition of excellence in nursing education.

CONTACT INFORMATION

COLLEGE ADDRESS

Blessing-Rieman College of Nursing and Health Sciences
Broadway at 11th Street
PO BOX 7005
Quincy, Illinois 62305-7005

COLLEGE PHONE NUMBERS

1-217-228-5520
1-800-877-9140

COLLEGE FAX NUMBERS

College: 1-217-223-4661
Financial Aid Offices: 1-217-223-1781
Registrar's Office: 1-217-223-1781
Library: 1-217-223-6400
Student Services Offices: 1-217-223-1781

WEB ADDRESS

www.brcn.edu

NCLEX-RN PASS RATE, GRADUATION/RETENTION RATES, CRIME RATES DISCLOSURE STATEMENT

The following statistics can be obtained from the College website or on request from the College.

- NCLEX-RN (state board exam) pass rate for each graduating class.
- Graduation and retention rates.
- Campus safety record.

The College annually submits statistics for the following crimes to the Department of Education in compliance with the Campus Security Act of 1990 and the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998.

- Murder/Non-negligent Manslaughter
- Forcible Sex
- Non-forcible Sex
- Robbery
- Aggravated Assault
- Burglary
- Arson
- Hate Crime by Prejudice: Race
- Hate Crime by Prejudice: Gender
- Hate Crime by Prejudice: Religion
- Hate Crime by Prejudice: Sexual Orientation
- Hate Crime by Prejudice: Ethnicity
- Hate Crime by Prejudice: Disability
- Liquor Law Violations: Arrest
- Liquor Law Violations: Referral
- Drug Law Violations: Arrest

- Drug Law Violations: Referral
- Weapons Law Violations: Arrest
- Weapons Law Violations: Referral

The College reports crime rates for on-campus, non-campus buildings and property, and public property. Each fall, students are given a brochure that provides the following information.

- Security policies and procedures.
- Crime prevention.
- Crime rates.

This brochure is available on request from the College's Student Services Office.

ACCREDITATION/INSTITUTIONAL MEMBERSHIPS

The College as an institution of higher education is accredited by The Higher Learning Commission (HLC) and member of the North Central Association (NCA).

Higher Learning Commission
230 South LaSalle Street, Suite 7-500 • Chicago, IL 60604-1411
www.hlcommission.org
info@hlcommission.org
800-621-7440/312-263-0456

The baccalaureate degree in nursing/master's degree in nursing at Blessing-Rieman College of Nursing and Health Sciences is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-463-6930.

The respiratory care program has provisional accreditation from the Commission on Accreditation for Respiratory Care (CoARC), 1248 Harwood Road, Bedford TX 76021-4244, 817-283-2835.

The College is approved by the Illinois Department of Financial and Professional Regulation (IDFPR), the Illinois Board of Higher Education (IBHE), and the Missouri Department of Education. The College is also fully approved by the Missouri State Board of Nursing.

The College is approved by the Illinois State Approving Agency for educational assistance benefits to veterans and their dependents.

The College is a member of the American Association of Colleges of Nursing, the National League for Nursing, the Illinois Council of Deans and Directors of Baccalaureate and Higher Degree Programs in Nursing, and the Missouri Association of Administrators of Baccalaureate and Higher Degree Programs in Nursing.

The College is a member of the American Association of College Registrars and Admissions Officers and the National Association of Student Financial Aid Administrators (NASFAA) as well as the Midwest Association of Student Financial Aid Administrators (MASFAA) and the Illinois Association of Student Financial Aid Administrators (ILASFAA).

Blessing Hospital, the College's primary clinical site and parent organization, is licensed by the State of Illinois and accredited by DNV GL Healthcare. Clinical sites are licensed and/or certified.

The College's distance education programs (RN-BSN and MSN Programs) are approved to operate in the states of Illinois and Missouri.

The College's distance education programs are also approved by the Iowa College Student Aid Commission. Students' concerns, questions, and complaints about the College can be forward to the Commission through its website (www.iowacollegeaid.gov) under the Student Resources tab, Forms and Application link.

FILING A COMPLAINT WITH IBHE

The IBHE website (www.ibhe.org) includes an online complaint system. The system can be accessed from the IBHE home page under *File a Complaint Online*. The direct URL for this link is <http://complaints.ibhe.org>

The institutional complaint system page provides directions and explains the process for filing a complaint about the College. The purpose of the IBHE complaint system is to provide students assistance with unresolved complaints. Before filling the complaint, IBHE expects that students have made "all attempts to resolve the matter directly with the institution [Blessing-Rieman College of Nursing]."

COLLEGE BOARD

Mr. David Boster, Chair
Blessing Hospital Board of Trustees

Ms. Cathy S. Meckes
Owner, Care Coordination Concepts Inc.

Mrs. Reaugh Broemmel
Community Leader

Mr. Chuck Scholz
Attorney

Mrs. Nikki Cain
First Bankers Trust Company

Dr. Brenda Beshears
President/CEO
Ex-Officio
Blessing-Rieman College of Nursing
and Health Sciences

Mr. Bill Daniels
President, Harborstone Group

Mr. Michael Hulsen
Retired, Community Leader

Mr. Pat Gerveler
Senior VP/CFO
Blessing Health System
(Permanent Guest)

Mrs. Norma McNay
Retired Professional Registered Nurse
Community Leader

Mrs. Maureen Kahn
President/CEO
Blessing Health System

ADMINISTRATION AND STAFF

ADMINISTRATION

Jan Akright (2015)
Academic Dean
Associate Professor
Diploma, Burge School of Nursing
BSN, Hannibal-LaGrange College
MSN, University of Missouri- Columbia
PhDc, University of Missouri- Columbia

Brenda Beshears (1991)
President/CEO
Professor
ASN, Hannibal-LaGrange College
BSN, Hannibal-LaGrange College
MS, Southern Illinois University-Edwardsville
PhD, University of Missouri-Columbia

Jenna Crabtree (2008)
Assistant Dean for Support Services
BA, Concordia University Chicago
MBA, William Woods University

Karen Mayville (1982)
Administrative Coordinator - Accreditation
Professor
BSN, University of Wisconsin- Milwaukee
MSN, Marquette University
PhD, Capella University

STAFF

Lisa Berry (2014)
Public Services Librarian
BS, Quincy University

Nancy Campbell (2004)
Student Accounts Representative/Bursar

Rachel Cramsey (2004)
Registrar
BS, Culver-Stockton College
MBA, William Woods University

Julie Dietrich (2002)
Coordinator of Library Services, 2002
BS, Quincy University
MSLIS, Drexel University

Arlis Dittmer (1988)
Librarian Emeritus
Coordinator of Library Services
BA, University of Illinois
MA, Loyola University of Chicago
MALS, University of Missouri-Columbia

Steve Downing (2010)
Network Administrator

Scott Geschwandner (2006)
Student Services Officer
BA, Quincy University

Debbie Giesing (2002)
Admission Counselor
BA, Quincy University

Carole Hackett (2012)
Admissions Assistant and Secretary
John Wood Community College
Quincy University

Donna Hedrick (2001)
Academic Assistant

Erin McHargue (2017)
Financial Aid Coordinator
BA, Hannibal-LaGrange University

Shantry Miller (2017)
Technical Services Librarian
BA, Northwestern College- Iowa

Sarah Mueller (2013)
Counselor
Quincy University, BA
St. Louis University, MSW

STAFF CONTINUED

Heather Mutter (1998)
Admissions Counselor
BS, University of Arkansas

Karen Peter (2014)
Secretary
Gem City College

Reta Richmond (2017)
Administrative Assistant
AAS, John Wood Community College

Jordan Smith (2015)
Help Desk
Western Illinois University

Barb Taylor (2008)
LCR Coordinator/Academic Advisor
BSN, Blessing-Rieman College of Nursing and Health Sciences

Kevin Williams (2017)
Admissions Counselor
BS, Quincy University
MBA, Quincy University

FACULTY

NURSING

Erica Alexander (2011)
Associate Professor
BSN, Blessing-Rieman College of Nursing and Health Sciences/ Culver-Stockton College
MSN, Blessing-Rieman College of Nursing and Health Sciences
Doctoral Studies, University of Missouri-Kansas City.

Jessica Bliven (2016)
Instructor
BSN, Blessing-Rieman College of Nursing and Health Sciences/ Culver-Stockton College
MSN, Blessing-Rieman College of Nursing and Health Sciences

Linda Burke (1998)
Assistant Professor
BSN, University of Connecticut
MSN, University of Southern Maine
Doctoral Studies, Nova Southeastern University

Sheila Capp (1984)
Professor
BSN, Olivet Nazarene College
MS, University of Missouri- Columbia
PhD, University of Missouri- Columbia

Ashley Darbyshire (2012)
Assistant Professor
BSN, Iowa Wesleyan College
MS-Nsg. Ed., Grand Canyon University

Kim Erskine (2017)
Assistant Professor
BSN, College of St. Catherine
MSN, Walden University

Debbie Fitzgerald (2017)
Instructor
BSN, Blessing-Rieman College of Nursing and Health Sciences/ Culver-Stockton College
MSN, Southern Illinois University- Edwardsville

Susan Grist (2012)
Assistant Professor
BSN, Central Methodist College
MS, University of Missouri- Columbia

Josey Harris (2012)
Assistant Professor
BSN, Blessing-Rieman College of Nursing and Health Sciences/Culver-Stockton College
MSN, Blessing-Rieman College of Nursing and Health Sciences

NURSING FACULTY CONTINUED

Susan McReynolds (2007)

Assistant Professor

BSN, Blessing-Rieman College of Nursing and Health Sciences/Culver-Stockton College

MS, Southern Illinois University- Edwardsville

Jessica Loos (2017)

Clinical Preceptor

ADN, John Wood Community College

BSN, Southern Illinois University- Edwardsville

Graduate Studies, Blessing-Rieman College of Nursing and Health Sciences

Lacey Peterson (2011)

Assistant Professor

BSN, Blessing-Rieman College of Nursing and Health Sciences/Culver-Stockton College

MSN, Blessing-Rieman College of Nursing and Health Sciences

Deborah Race (2010)

Associate Professor

BSN, Blessing-Rieman College of Nursing and Health Sciences/ Culver-Stockton College

MSN, University of Phoenix

Doctoral Studies, University of Missouri-Kansas City

Joan Ruhs (2011)

Assistant Professor

Diploma, Blessing Hospital School of Nursing

BSN, Blessing-Rieman College of Nursing and Health Sciences

MSN, Blessing-Rieman College of Nursing and Health Sciences

Marianne Schmitt (2005)

Assistant Professor

BSN, University of Illinois- Chicago

MS, University of Illinois- Chicago

Marilyn Murphy Shepherd (2004)

Associate Professor

Diploma, Blessing Hospital School of Nursing

BSN, Quincy University

MSN, University of Missouri- Columbia

MBA, William Wood University

PhD, University of Missouri- Columbia

Lori Sprenger (2010)

Associate Professor

BSN, Blessing-Rieman College of Nursing and Health Sciences/ Culver-Stockton College

MSN, Blessing-Rieman College of Nursing and Health Sciences

PhD, Capella University

Diana Veihl (2011)

Instructor

BSN, Truman State

MSN, Blessing-Rieman College of Nursing

Brandi Venvertloh (2011)

Associate Professor

BSN, Blessing-Rieman College of Nursing and Health Sciences/ Culver-Stockton College

MSN, Blessing-Rieman College of Nursing and Health Sciences

Doctoral Studies, University of Northern Colorado

Debra Walton (1995)

Professor

Diploma, Blessing Hospital School of Nursing

BSN, Hannibal-LaGrange College

MS, Southern Illinois University- Edwardsville

PhD, St. Louis University

Lila Warning (2007)

Assistant Professor

BSN, Truman State University

MSN, Blessing-Rieman College of Nursing

NURSING FACULTY CONTINUED

Christian White (2017)

Instructor

BA, University of Iowa

MBA Western Illinois University

ADN, Southeastern Community College

BSN/MSN, Blessing-Rieman College of Nursing and Health Sciences

Rebecca White (2014)

Assistant Professor

BSN, Blessing-Rieman College of Nursing and Culver-Stockton College

MSN, Blessing-Rieman College of Nursing and Health Sciences

Jennie Whitlock (2017)

Instructor

BSN, Blessing-Rieman College of Nursing and Quincy University

MSN, Grand Canyon University

Kimi Yuchs (2017)

Assistant Professor

BSN, Marycrest College

MAN, University of Iowa

Doctoral Studies, University of Southern Indiana

RESPIRATORY CARE FACULTY

Dannielle Lorensen

Director of Clinical Education, 2015

BS, University of Missouri- Columbia

Mark Lotz

Program Director, 2014

BA, Ottawa University

St. Mary School for Respiratory Therapy

PROFESSOR EMERITUS

Pamela Brown

Professor

Diploma, Blessing Hospital School of Nursing

BSN, Quincy College

MS, Southern Illinois University-Edwardsville

PhD, Wayne State University

Beth Kenney

Assistant Professor

BSN, University of Missouri- Columbia

MSN, Saint Louis University

Carol Ann Moseley

Professor

Diploma, St. Mary's Hospital School of Nursing

BA, Phillips University

BA, Sangamon State University

MS, Northern Illinois University

PhD, Texas Woman's University

Ann O'Sullivan

Associate Professor

BS, Northern Illinois University

MS, Northern Illinois University

ACADEMIC CALENDAR 2017-2018

FALL SEMESTER

August

Thurs-Fri	17-18	BRCN Registration (Student Services Building) 9:00 AM-12:00 PM
Fri	18	Sophomore Orientation 3:30-5:30 PM
Mon	21	Classes begin (BRCN, CSC, & QU; QU begins at 5:00 PM)
Mon-Tues	21-22	BRCN Registration (Student Services Building) 9:00-1:00, 2:00-4:30
Fri	25	BRCN last day to add/drop a course
Wed	30	Commitment to Care 1:00-4:00 PM

September

Mon	4	Labor Day- No classes (BRCN, CSC, & QU)
Mon	25	Last day to withdraw from a 1 st 8-week course (BRCN)
Fri	29	CSC Midterm

October

Thurs-Fri	12-13	QU Midterm Break- No Classes
Fri	13	BRCN Midterm- No Classes
Fri	13	1 st 8-week session ends (BRCN)
Mon	16	2 nd 8-week session begins (BRCN)
Mon	16	BRCN Midterm Grades Due (noon)
Fri	20	Last day to add/drop a 2 nd 8-week course (BRCN)

November

Fri	3	Research Day
Mon	6	Last day to withdraw from a course (BRCN)
Mon	13	CSC last day of 12-week session
Tues	14	CSC Reading Day
Wed-Fri	15-17	CSC Final Exams (12 weeks)
Mon	20	Last day to withdraw from a 2 nd 8-week course (BRCN)
Sat-Sun	18-26	Thanksgiving Break No classes (CSC)
Wed-Sun	22-26	Thanksgiving Break No classes (BRCN & QU)
Mon	27	CSC first day of 3-week session

December

Fri	8	Last day of classes (BRCN & QU)
Mon-Thurs	11-14	Final Exams (BRCN & QU)
Fri	15	December Graduation Reception
Fri	15	CSC last day 3-week session
Mon	18	BRCN Grades Due (8:00 AM)

BRCN is the acronym for Blessing-Rieman College of Nursing and Health Sciences.

SPRING SEMESTER**January**

Wed	10	CSC courses begin
Mon	15	BRCN classes begin
Mon	15	Martin Luther King Day- No CSC Classes
Tues	16	QU classes begin at 8:00 AM
Fri	19	BRCN last day to add/drop a course

February

Mon	19	Last day to withdraw from a 1 st 8-week course (BRCN)
Fri	23	CSC Midterm

March

Sat- Sun	3-11	CSC & BRCN Spring Break- No Classes
Sat- Sun	10-18	QU & BRCN Spring Break- No Classes
Mon	19	2nd 8-week session begins (BRCN & QU)
Mon	19	BRCN Midterm Grades Due (noon)
Fri	23	Last day to add/ drop a 2 nd 8-week course (BRCN & QU)
Fri	23	Last day to withdraw from course- QU
Mon	26	Last day to add/drop a 2 nd 8-week course – QU
Fri-Mon	30-2	Easter Break- No Classes (BRCN, CSC, and QU classes begin Monday at 5:00 PM)

April

Mon	2	Last day to withdraw from course(s) (BRCN)
Thurs	10	CSC last day of 12-week session
Wed	11	CSC Reading Day
Thurs-Mon	12-16	CSC Final Exams (12 weeks)
Tues-Wed	17-18	CSC Term Break- No Classes at CSC
Mon	23	Last day to withdraw from a 2 nd 8-week course (BRCN)
Thurs	19	CSC first day of 3-week session

May

Fri	4	BRCN & QU last day of classes
Mon-Thurs	7-10	BRCN & QU Final Exams
Wed	9	Last day of classes CSC 3-week
Wed	9	BRCN Senior Grades Due (8:00 AM)
Fri	11	BRCN Graduation
Fri	11	CSC & QU Baccalaureate
Sat	12	CSC & QU Graduation
Mon	14	BRCN Grades Due (8:00 AM)

BRCN is the acronym for Blessing-Rieman College of Nursing and Health Sciences.

TUITION AND FEES 2017-2018

BACCALAUREATE NURSING PROGRAM

Undergraduate Tuition (12-18 hours):
\$12,025/semester • \$24,050/year

Audit Fee per Credit Hour: \$401
Part Time or Overload per Credit Hour: \$802
Summer per Credit Hour: \$300

Sophomore Fees

- Lab Fee: \$100 per clinical course
- Testing Fee: \$300
- NSNA: \$35
- SNO: \$10
- E-Books (new students only): \$20 one-time fee

Junior and Second Degree Transfer 1 Fees

- Lab Fee: \$100 per clinical course
- Testing Fee: \$300
- Student Assistant Program: \$35
- NSNA: \$35
- SNO: \$10
- E-Books (new students only): \$20 one-time fee
- Technology Fee: \$200

Senior and Second Degree Transfer 2 Fees

- Lab Fee: \$100 per clinical course
- Testing Fee: \$300
- Student Assistant Program: \$35
- NSNA: \$35
- SNO: \$10
- Technology Fee: \$200

RN-BSN, RN-MSN, Entry Level MSN, and MSN

- Tuition per Credit Hour: \$500
- Student Assistance Program: \$20
- Distance Education Fee: \$150/semester, \$450/year
- E-Books (new students only): \$20
- Testing Fee (entry level MSN only): \$300

Graduation Fees

- BRCN BSN: \$160.00
- BRCN MSN: \$200
- BRCN/CSC: \$ 285.00
- BRCN/QU: \$310.00

Course Fees

- Crucial Conversations: \$230.00
- NSG 485: Stress Management: \$50.00
- NSG 498: Art of Nursing: \$50
- Lobby Day Fee: \$25

Additional Fees

- Background Check: \$55
- Drug Screening: \$30
- NSO Insurance Coverage (practice liability): \$35

A2 Assessment Fee: \$45.00

RESPIRATORY CARE PROGRAM

Tuition

- Full-time (12-18 credit hours): \$5,000/semester
- Part-time: \$358/credit

Fees

- Student Assistance Program: \$17.50/semester
- Lab Fee: \$100/ semester
- Testing Fee: \$147/semester
- Program Fee: \$207/semester
- Graduation Fee: \$160

Total fees charged for 3 semesters: \$1,574.50

Total tuition and fees for 3 semester: \$16,574.50

BRCN is the acronym for Blessing-Rieman College of Nursing and Health Sciences

BACHELOR OF SCIENCE IN NURSING PROGRAM

GOALS/PURPOSES

The goals of the baccalaureate nursing program are to:

1. Prepare professional nurses to practice in multiple roles as part of the healthcare team in a variety of settings.
2. Prepare students to provide patient/client centered care with sensitivity and respect for the diversity of human experiences.
3. Develop leadership abilities and skills necessary to collaborate with others to positively influence healthcare.
4. Promote the personal and professional development of each student.
5. Provide a foundation for advanced educational preparation.

ELIGIBILITY TO TAKE THE NCLEX-RN LICENSURE EXAMINATION

Completion of degree requirements for the Bachelors of Science in Nursing degree does not guarantee eligibility to take the licensure examination (NCLEX-RN) to become a Registered Nurse. In addition to completing the program, there are other requirements mandated by the state, including but not limited to, a minimum age and good moral character as evident by a criminal background check and/or references. Licensure requirements can be obtained from the State Board of Nursing or the Department of Professional Regulation of the state in which application for a license is being requested.

STATUTORY REQUIREMENTS FOR THE STATES OF ILLINOIS AND MISSOURI

The Nurse Practice Acts of Illinois and Missouri include criteria for eligibility to apply for licensure as a professional registered nurse. Regulations include statements about age, substance abuse, moral integrity, and conviction for criminal acts. Regulations mandate that students are informed of these regulations and show proof by signing a verification form. The form is obtained and returned to the College's Admissions Office before enrolling in the nursing program.

Section 335.066 (1) of the Missouri Nursing Practice Act

This act states:

The board may refuse to issue or reinstate any certificate of registration or authority, permit or license required pursuant to chapter 335 for one or any combination of causes stated in subsection 2 of this section or the board may, as a condition to issuing or reinstating any such permit or license, require a person to submit himself or herself for identification, intervention, treatment, or rehabilitation by the impaired nurse program as provided in section 335.067. The board shall notify the applicant in writing of the reasons for the refusal and shall advise the applicant of his or her right to file a complaint with the administrative hearing commission as provided by chapter 621, RSMo.

The Missouri Board of Nursing may refuse to issue or reinstate the professional registered nurse license for such causes as: a) use or unlawful possession of any controlled substance; b) use of an alcoholic beverage to an extent that such use impairs a person's ability to perform the responsibilities of a professional registered nurse; c) found guilty, or entered a plea of guilty or nolo contendere, for a criminal act associated with fraud, dishonesty, deception, misrepresentation, violence, or any offense involving moral turpitude, whether or not a sentence was imposed; d) use of fraud, deception, misrepresentation or bribery to secure a certificate, permit or license; e) displayed incompetence, misconduct, gross negligence, fraud, misrepresentation or dishonesty in the performance

of a professional registered nurse; f) willingly helped a person practice without a license, certificate, or permit; g) violated any professional trust or confidence; and h) failed to successfully complete an impaired nurse program.

CRIMINAL BACKGROUND QUESTIONS ON LICENSURE APPLICATIONS

Applying for RN licensure is online and an application cannot be saved and retrieved at a later date for editing. Therefore applicants must be prepared to complete the entire application, attach or upload requested documents, and submit before leaving the website.

If the answer will be “yes” to the following two questions on the application, students are advised to collect the requested documents and have them ready to attach or upload when completing the online application for RN licensure.

1. Have you been convicted of any criminal offense in any state or in federal court (other than minor traffic violations)? *If yes, attach a certified copy of the court records regarding your conviction, the nature of the offense and date of discharge, if applicable, as well as a statement from the probation or parole office.*
2. Have you been convicted of a felony?

The above questions must be answered honestly and the requested documents must accompany the application. Failure to do so will result in disciplinary action by the state agency that regulates professional nursing.

MISSOURI LICENSURE APPLICANT RELEASE FORM

Policy

The College requests graduates applying for licensure in Missouri to complete the Graduate Nursing Authorization to Release Confidential Information – For Nursing Program form, in order for the College to access NCLEX results in the state of Missouri.

Scope

This policy applies to all the College’s graduates applying for licensure in the state of Missouri.

Procedure

Students will receive the appropriate form from the Registrar’s Office with their Missouri State Board of Nursing application for licensure. Students may complete the form with the application and return to the Registrar’s Office. The Registrar will mail all documents to The Missouri Board of Nursing.

NURSING STANDARDS

The curriculum is founded on and incorporates the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice*, the *ANA Scope and Standards of Nursing Practice*, and the QSEN initiatives. Individual courses also incorporate nursing standards and QSEN knowledge, skills, and attitudes specific to course content.

CURRICULUM FRAMEWORK

The curriculum framework is *Whole Person Nursing*. This framework provides a foundation for understanding the practice of nursing, focusing on the person as a whole be that person an individual, family or

community. The central concern is human beings who require nursing care to promote, maintain and restore health or to provide comfort for the dying. Each concept within the framework is introduced during the sophomore year of the nursing program and developed with increased complexity through the ensuing years.

PHILOSOPHY

We believe that a person is an integrated physiological, psychological, sociocultural, and spiritual being who interacts with the internal and external environment on a developmental continuum. Each person is unique, has inherent worth and potential for learning, personal growth, and wellness.

We believe health is a dynamic state of existence influenced by genetics, life style, and environment. Persons, families, and communities differ in the manner in which they perceive and value health and have the right to determine and participate in those activities that affect their health.

We believe nursing is the art and science of diagnosing and treating human responses to health experiences with the goals of protecting, promoting, and/or optimizing health. This includes the prevention of illness and injury, the alleviation of suffering, comfort for the dying, and advocacy in the care of individuals, families, and communities. Outcomes are achieved through an environment of collaboration and partnership with the whole person across both the health and developmental continuums. The goals of nursing are advanced when the environment is recognized as a major influence on health and health outcomes.

We believe teaching is a planned, creative, collaborative process in which the teacher and student co-create an environment that facilitates learning and enhances scholarship. Learning is the acquisition of knowledge, skills, and values that involves participation and self-direction. Learning is a lifelong process.

We believe baccalaureate nursing education is facilitated when the environment supports relationship based care and professional collaboration. Baccalaureate education requires courses in liberal arts, the natural, biological and behavioral sciences, and nursing. Nursing and non-nursing concepts are integrated in various ways throughout the program to provide an educational experience that promotes the professional and personal development of the student. We believe that professional and personal development involves a commitment to professional, college, and community service. This educational program is designed to stimulate students to develop clinical reasoning, communication skills, and an appreciation for human diversity. We believe baccalaureate nursing education prepares the professional nurse to practice in a dynamic environment and to address the future needs of nursing.

CURRICULUM OBJECTIVES

1. Provide professional nursing care for the whole person at the individual, family, and community/population levels to coordinate care and support health throughout the life span.
2. Integrate theoretical and empirical knowledge from nursing, the arts, the sciences, and the humanities into professional nursing practice
3. Use clinical reasoning to make decisions that promote health and prevent disease.
4. Provide high quality, safe nursing care that is evidenced base.
5. Use professional and therapeutic communications to collaborate and deliver high quality, safe patient/client centered care.

6. Incorporate the inherent values of altruism, autonomy, human dignity, integrity and social justice when meeting standards of professional nursing practice.
7. Accept responsibility and accountability for own nursing practice.
8. Use leadership skills in a variety of nursing roles and settings.
9. Use technology and information management tools to support safe practice and quality improvement.

DEGREE PLANS AND SAMPLE CLASS SCHEDULES

This section describes the required courses for the Bachelor of Science in Nursing (BSN) degree. This section also provides examples of class schedules for completing BSN course requirements. Students are highly encouraged to follow these examples so they complete the prerequisite courses for the next level of the curriculum and complete all BSN required courses by graduation. See *Course Descriptions* for course prerequisites.

DEGREE PLAN FOR THE BASIC TRACK
STUDENTS ENTERING FALL 2017 IN THE JOINT PROGRAM WITH CULVER-STOCKTON COLLEGE

GENERAL EDUCATION (23)

FYE	100	First Year Experience	3		
PED	100	Introduction to Fitness	1	Senior Year Experience (met with NSG 428)	
ENG	101	Writing for Thinkers	3	Intercultural Understanding (met with NSG 409)	
ENG	202	Intro. to Research	3	Quantitative Literacy (met with MAT 205)	
COM	115	Fundamentals of Speech	3	Science (met with BIO 210)	
REL	1xx	Religion	3	Social Science (met with PSY 101)	
ART	1xx	Fine Arts (ART, MUS, THE)	3	Humanities (met with PHI 304)	
EXP	101	Experiential Learning	3	Disciplinary Writing (met with NSG 404)	
EXP	301	Problem Based Learning	3	Professional Experience (met with NSG 405)	
GED	101	Academic and Cultural Events*	1		

SUPPORT COURSES (30)

BIO	210	Human A & P I**	4	PSY	200	Lifespan Development	3
BIO	211	Human A & P II	4	MAT	205	Elementary Statistics	3
BIO	260	Microbiology	4	PHI	304	Ethics	3
BIO	310	Pathophysiology	3	EXP	101	EXP Chemistry	3
PSY	101	Introductory Psychology	3				

ELECTIVES (10)

Nursing or Non-nursing electives 10

NURSING COURSES (61)

NSG	201	Fund. Of Nutrition	2	NSG	322	Maternal and Child Nsg	6
NSG	206	Fund. of Nursing I	3	NSG	402	Advanced Nsg Concepts	5
NSG	207	Fund. of Nursing II	3	NSG	404	Fund. of Evid. Based Nsg.	
NSG	209	Pharmacology I	1			Practice	3
NSG	211	Pharmacology II	2	NSG	405	Leadership in Nursing	5
NSG	215	Health Assessment	3	NSG	407	Gero. and Chronic Illness	2
NSG	304	Psych./Mental Health	4	NSG	409	Comm/Population Health	5
NSG	320	Nursing Concepts I	4	NSG	427	Professionalism	2
NSG	321	Nursing Concepts II	6	NSG	428	Trans. To Prof. Practice.	1
				NSG	xxx	Nursing Electives	4

TOTAL: 124 Semester Hours

*Must attend 24 ACE events and leadership lectures by graduation

**Students with an ACT score of 18 or below must first take an introductory biology course; which may extend the length of this degree plan.

Part-time students and students returning following withdrawal are held to any changes in the curriculum

**SAMPLE CLASS SCHEDULE FOR THE BASIC TRACK
STUDENTS ENTERING FALL 2017 IN THE JOINT PROGRAM WITH CULVER-STOCKTON COLLEGE**

			Freshman				
Semester			Semester II				
			Hrs.				Hrs.
+BIO	210	A & P I***	4	++BIO	211	A & P II	4
COM	115	Fund. of Speech	3	ENG	101	Writing for Thinkers	3
XXX		Fine Arts	3	EXP	101	EXP Chemistry	3
FYE	100	First Year Experience	3	PED	100	Introduction to Fitness	1
PSY	101	Introductory Psychology	3	PSY	200	Lifespan Development	3
		TOTAL	16	XXX		Elective	2
						TOTAL	16

			Sophomore				
Semester I			Semester II				
			Hrs.				Hrs.
NSG	209	Pharmacology I	1	NSG	201	Fundamentals of Nutrition	2
NSG	206	Fundamentals of Nursing I	3	NSG	207	Fundamentals of Nursing II	3
NSG	215	Health Assessment ⁺	3	NSG	211	Pharmacology II	2
NSG	XXX	Nursing Elective	2	BIO	260	Microbiology	4
ENG	202	Introduction to Research	3	XXX		Elective	3
XXX		Elective	3			TOTAL	14
		TOTAL	15				

C-SC students must use their C-SC travel study grants/scholarships their freshman or sophomore year. BRCN provides additional travel student grants to support in the junior or senior year.

			Junior				
Semester I			Semester II				
			Hrs.				Hrs.
NSG	320	Nursing Concepts I	4	NSG	304	Psych/Mental Health Nursing	4
NSG	322	Maternal and Child Nursing	6	NSG	321	Nursing Concepts II	6
PHI	304	Ethics	3	BIO	310	Pathophysiology ⁺⁺	3
REL	10x	Religion	3	MAT	205	Elementary Statistics	3
		TOTAL	16			TOTAL	16

			Senior				
Semester I			Semester II				
			Hrs				Hrs
NSG	402	Advanced Nursing Concepts	5	NSG	405	Leadership in Nursing	5
NSG	404	Fund. of Evid. Based Nsg. Practice	3	NSG	407	Gero. and Chronic Illness	2
NSG	409	Comm/Population Health	5	NSG	427	Professionalism	2
NSG	XXX	Nursing Electives	2	EXP	301	Problem Based Learning	3
GED	101	Academic & Cultural Events	1	NSG	428	Trans. to Prof. Practice	1
		TOTAL	16	XXX		Electives	2
						TOTAL	15

TOTAL: 124 Semester Hours

(One hour of academic credit is awarded after student attends 24 ACE events)

⁺ Offered Fall Semester only ⁺⁺ Offered Spring Semester only

*** Students with an ACT score of 18 or below must first take an introductory biology course; which may extend the length of this degree plan

Part-time students and students returning following withdrawal are held to any changes in the curriculum plan.

DEGREE PLAN FOR THE BASIC TRACK
STUDENTS ENTERING FALL 2017 IN THE JOINT PROGRAM WITH QUINCY UNIVERSITY

If a course or requirement is waived, e.g. a transfer course for fewer hours than stated on the degree plan is accepted for credit for a required course, the difference in credit hours must be taken as nursing or non-nursing electives, so the total hours required remain 124. Students must take ENG 111 and ENG 112, plus 2 other Writing Enriched (W:) courses, one that must be in their major. This requirement is met with NSG 404 and NSG 407. *Part Time students and students returning following withdrawal are held to any changes in the curriculum.*

A. University Courses

Global Course (met with TRS 116)
Diversity Course (met with NSG 409)

D:/G: courses: one needs to be at least at the 200 level. Global course will be waived if student has spent one semester abroad.

B. Written/Oral Communication (9 hrs)

ENG 111: Composition 3 hrs
ENG 112: Composition & Texts 3 hrs
COM 101: Fund. of Public Speaking 3 hrs

C. Philosophy/Theology/Ethics (6 hrs)

TRS 116: Western Religious Traditions 3 hrs
TRS XXX Theology 3 hrs
Philosophy (Met by support course requirement)
Ethics (Met by support course requirement)

D. Humanities/Fine Arts (6 hrs)

ENG 2XX Literature (200 level) 3 hrs
Art, Music, Theatre , or Film 3 hrs

E. Social Sciences (3 hrs)

HIS XXX History 3 hrs

F. Natural Science/Mathematics

Science (Met by support course requirement)
Mathematics (Met by support course requirement)

G. Support Courses (29 hrs)

BIO 282: Human A&P I 4 hrs
BIO 283: Human A&P II 4 hrs
BIO 232: Microbiology 3 hrs
BIO 354: Pathophysiology 3 hrs
MAT 150: Basic Statistics 3 hrs
PHI 323: Bioethics 3 hrs
PSY 100: Intro. to Psychology 3 hrs
PSY 236: Child Psych or Growth/Dev. 3 hrs
CHE 124: Gen., Organic, Biochemistry 3 hrs

H. Electives (10 hr)

Nursing or Non-nursing Electives 10 hr

I. Major Courses (61 hrs)

NSG 201: Fundamentals of Nutrition 2 hrs
NSG 206: Fundamentals of Nursing I 3 hrs
NSG 207: Fundamentals of Nursing II 3 hrs
NSG 209: Pharmacology I 1 hr
NSG 211: Pharmacology II 2 hrs
NSG 215 Health Assessment 3 hrs
NSG 304: Psych/Mental Health Nursing 4 hrs
NSG 320: Nursing Concepts I 4 hrs
NSG 321: Nursing Concepts II 6 hrs
NSG 322: Maternal and Child Nursing 6 hrs
NSG 402 : Advanced Nursing Concepts 5 hrs
NSG 404: Fund. of Evidence Based Nursing Practice 3 hrs
NSG 405: Leadership in Nursing 5 hrs
NSG 407: Gero. and Chronic Illness 2 hrs
NSG 409: Comm/Population Health 5 hrs
NSG 427: Professionalism 2 hrs
NSG 428 Trans. to Practice 1 hr
NSG XXX Nursing Electives 4 hrs

TOTAL: 124 Semester Hours

Credit for some courses is available through testing: consult the Quincy University Registrar.

Part-time students and students returning following withdrawal are held to any changes in the curriculum

*Students are also required to complete the "Quincy University Service Learning requirement." See QU catalog for more details.

**SAMPLE CLASS SCHEDULE FOR THE BASIC TRACK
STUDENTS ENTERING FALL 2017 IN THE JOINT PROGRAM WITH QUINCY UNIVERSITY**

Students must take ENG 111 and ENG 112, plus 2 other Writing Enriched (W:) courses, one that must be in their major. This requirement is met with NSG 404 and NSG 407. D:/G: courses: one needs to be at least at the 200 level and one at the 300 level or above. Global course will be waived if student has spent one semester abroad.

Semester I			Freshman				
			Semester II				
			Hrs.				Hrs.
BIO	282	Human A & P I+	4	BIO	283	Human A & P II ++	4
ENG	111	Composition	3	ENG	112	Composition & Texts	3
HIS	XXX	History	3	CHE	124	Gen., Organic, Biochemistry	3
PSY	100	Intro to Psychology	3	COM	101	Fund. of Public Speaking	3
TRS	116	Western Religious Traditions	3	PSY	236	Child Psychology	3
TOTAL			16	TOTAL			16

Semester I			Sophomore				
			Semester II				
			Hrs.				Hrs.
NSG	206	Fundamentals of Nursing I	3	NSG	201	Fundamentals of Nutrition	2
NSG	209	Pharmacology I	1	NSG	207	Fundamentals of Nursing II	3
NSG	215	Health Assessment	3	NSG	211	Pharmacology II	2
GED	XXX	Fine Arts	3	GED	XXX	Electives (NSG or non-NSG)	3
TRS	XXX	Theology	3	ENG	2XX	Literature (200 level)	3
BIO	232	Microbiology ⁺	3	GED	XXX	Electives (NSG or non-NSG)	3
TOTAL			16	TOTAL			16

Semester I			Junior				
			Semester II				
			Hrs.				Hrs.
NSG	320	Nursing Concepts I	4	NSG	304	Psych/Mental Health Nursing	4
NSG	322	Maternal and Child Nursing	6	NSG	321	Nursing Concepts II	6
NSG	XXX	Nursing Elective	2	BIO	354	Pathophysiology++	3
PHI	323	Bioethics	3	MAT	150	Basic Statistics++	3
TOTAL			15	TOTAL			16

Semester I			Senior				
			Semester II				
			Hrs.				Hrs.
NSG	409	Comm/Population Health (D)	5	NSG	405	Leadership in Nursing	5
NSG	402	Advanced Nursing Concepts	5	NSG	407	Gero. and Chronic Illness	2
NSG	404	Fund. of Evid. Based Nsg. Practice	3	NSG	423	Professionalism	2
GED	XXX	Electives (NSG or non-NSG)	3	NSG	428	Trans. to Prof. Practice	1
TOTAL			15	GED	XXX	Electives (NSG or non-NSG)	2
				NSG	XXX	Nursing Electives	2
				TOTAL			14

TOTAL: 124 Semester Hours

+Offered Fall Semester only ++Offered Spring Semester only +++Must be taken concurrently

Part-time students and students returning following withdrawal are held to any changes in the curriculum plan.

DEGREE PLAN FOR SECOND DEGREE STUDENTS ENTERING SUMMER 2017

Requisite for admission into this track is a baccalaureate undergraduate (BA or BS) and/or graduate degree in other fields from a regionally accredited institution of higher learning.

GENERAL EDUCATION COURSES (18 HRS)

(Met through general education requirements of Bachelor's degree institution)

Composition and Text I	3
Composition and Text II	3
Fundamentals of Speech	3
Fine Arts – Any	3
Humanities – History, Literature Philosophy, etc.	6

SUPPORT COURSES (26 HRS)

General/Intro to Psychology	3
Human Growth & Dev. Psychology	3
Ethics	3
Statistics	3
Anatomy & Physiology I	4
Anatomy & Physiology II	4
Microbiology	3
Pathophysiology	3

ELECTIVES (6 HRS)

Choose 6 hours from the following:

Political Science, Economics, Religion, Sociology, Foreign Language, Chemistry, Physics

ELECTIVES (13 HRS)

13 hours of any electives

NURSING COURSES (61 HRS)

NSG 201	Fundamentals of Nutrition	2	NSG 402	Advanced NSG Concepts	5
NSG 204	Science of Pharmacology	3	NSG 404	Fund. of Evid. Based Nsg. Practice	3
NSG 215	Health Assessment	3	NSG 405	Leadership in Nursing	5
NSG 216	Fund. of Nursing Care	4	NSG 407	Gero. and Chronic Illness	2
NSG 304	Psych/Mental Health Nursing	4	NSG 409	Comm/Population Health	5
NSG 320	Nursing Concepts I	4	NSG 427	Professionalism	2
NSG 321	Nursing Concepts II	6	NSG 428	Trans. to Prof. Practice	1
NSG 322	Maternal & Child Nursing	6	NSG XXX	Nursing Electives	6

TOTAL: 124 HOURS

Part-time students are held to any changes in the curriculum.

Note: If a course or requirement is waived, the hour credit requirement is added under Electives: Nursing or Non-Nursing.

SAMPLE CLASS SCHEDULE FOR SECOND DEGREE TRANSFER STUDENTS ENTERING SUMMER 2017

This option is for individuals who have a baccalaureate undergraduate (BA or BS) and/or graduate degrees in other fields. Students who have a previous degree may be able to complete the program in approximately 2 years. **Bold courses below must be completed before enrolling in any nursing course.**

Anatomy and Physiology I	4 hours	Speech	3 hours
Anatomy and Physiology II	4 hours	Composition and Text I	3 hours
Microbiology	3 hours	Composition and Text II	3 hours
Intro to Psychology	3 hours	Ethics	3 hours
Human Growth and Development or Dev. Psy or Child Psy	3 hours		

Other Requirements (may be taken at any time prior to graduation): Humanities (6 hours), Fine Arts (3 hours), Electives as listed on other side (19 hours).

<u>Interim/Summer – Semester I</u>				First Year			
				Hrs.			Hrs.
NSG	204	Science of Pharmacology	3	NSG	201	Nutrition	2
NSG	215	Health Assessment	3	NSG	320	Nursing Concepts I	4
NSG	216	Fund. of Nursing Care	4	NSG	322	Maternal/Child Nsg	6
		TOTAL	10			Statistics	3
					TOTAL		15

<u>Spring – Semester III</u>				Hrs.
NSG	321	Nursing Concepts II	6	
NSG	304	Psych Mental Health	4	
NSG	XXX	Nursing Electives	2	
		Pathophysiology	3	
		TOTAL	15	

<u>Fall – Semester IV</u>				Second Year			
				Hrs.			Hrs.
NSG	409	Comm/Population Health	5	NSG	405	Leadership in NSG	5
NSG	402	Advanced NSG Concepts	5	NSG	407	Gero. and Chronic Illness	2
NSG	404	Fund. of Evid. Based Nsg.		NSG	427	Professionalism	2
		Pract.	3	NSG	428	Trans. to Prof. Practice	1
NSG	XXX	Nursing Electives	2	NSG	xxx	Nursing Electives	2
		TOTAL	15		TOTAL		12

**DEGREE PLAN FOR RN-BSN
STUDENTS ENTERING 2017-2018**

(45 hours must be 300 level or above; and 30 hours must be from a 4-year college or university;
30 hours must be earned in residence at the College)

GENERAL EDUCATION COURSES (15 HRS)

Composition and Text I	3
Composition and Text II	3
Fundamentals of Speech	3
Fine Arts/Humanities	6

SUPPORT COURSES (24 HRS)

General/Intro to Psychology	3
Human Growth & Dev. Psychology	3
Ethics	3
Statistics	3
Anatomy & Physiology I	4
Anatomy & Physiology II	4
Microbiology	4

ELECTIVES (21 HRS)

21 hours of any electives

ARTICULATED NURSING COURSES (30 HRS)

15 of these credits are transferred as 300 level courses

1. Equivalency/Direct transfer of credit (ADN grads)
2. Escrow (diploma grads)

NURSING COURSES (30 HRS)

NSG	308	Conceptual Basis	3
NSG	309	Health Assessment through the Lifespan	3
NSG	410	Evidence Directed Nursing Practice	3
NSG	411	Advanced Pathophysiological Concepts	5
NSG	412	Management Concepts	4
NSG	413	Community Health Concepts	4
NSG	414	Health Policy	3
NSG	xxx	Nursing Elective	5

TOTAL: 120 HOURS

Part-time students are held to any changes in the curriculum.

**Note: If a course or requirement is waived, the hour credit requirement is added
under Electives: Nursing or Non-nursing.**

SAMPLE CLASS SCHEDULE FOR RN-BSN STUDENTS ENTERING 2017-2018

Students may in start any 8-week session.
Course offerings will be altered based on student need.

OPTION I: TRADITIONAL TRACK

Summer

NSG 308: Conceptual Basis
3 Hrs.

Fall

Session I
NSG 410: Evidence Directed Nursing Practice
3 Hrs.

Session II
NSG 413: Community Health Concepts
4 Hrs.

Spring

Session I
NSG 412: Management Concepts
4 Hrs.

Session II
NSG 414: Health Policy
3 Hrs.

Summer

Session I
NSG 309: Health Assessment through the Lifespan
3 Hrs

Session II
NSG 411: Advanced Pathophysiological Concepts
5 Hrs.

NSG Electives 5 Hrs.
(any semester)

OPTION 2: NEW GRADUATES IN BLESSING HOSPITAL NURSE RESIDENCY PROGRAM

Fall

Session I
NSG 308: Conceptual Basis
3 Hrs.

Session II
NSG 413: Community Health Concepts
4 Hrs.

Spring

Session I
NSG 412: Management Concepts
4 Hrs.

Session II
NSG 414: Health Policy
3 Hrs.

Summer

Session I
NSG 309: Health Assessment through the Lifespan
3 Hrs

Session II
NSG 411: Advanced Pathophysiological Concepts
5 Hrs.

NSG Electives 5 Hrs.
(any semester)

COURSE DESCRIPTIONS

See the Culver-Stockton College or Quincy University College catalog for non-nursing course descriptions.

BASIC TRACK REQUIRED NURSING COURSES

NSG 201: Fundamentals of Nutrition (2 hours)

The nutrition course covers fundamental nutritional concepts throughout the lifespan, menu modifications based on dietary and cultural needs, contemporary problems associated with nutrition, nutrition solutions during health alterations, and application of the nursing process to patient-centered nutritional care of the whole person. Upon course completion, students will be able to safely apply basic nutritional concepts to patient care situations related to health promotion and health altering conditions. Prerequisites: Admission to the nursing major, Anatomy & Physiology I, or consent of instructor. Prerequisite or concurrent: Anatomy & Physiology II. (Maybe offered distance education.)

NSG 206: Fundamentals of Nursing I (3 hours)

This course introduces the student to the diverse nature of professional nursing. The Whole Person Nursing framework is introduced as an organizing framework for nursing practice. Students are guided in use of therapeutic communication and development of basic nursing skills derived from theoretical principles and concepts. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in laboratory and clinical settings. Prerequisites: Admission to the nursing major, English Composition, General Psychology, and Anatomy & Physiology I. Prerequisite or concurrent: Anatomy & Physiology II.

NSG 207: Fundamentals of Nursing II (3 hours)

This course focuses on whole person assessment and expands communication and nursing process skill. The focus is on development of health promotion and care of adults experiencing uncomplicated health alterations. Scientific knowledge from nursing, physiological and psychological theories is the basis for planning, implementing, and evaluating the outcomes of nursing actions. Clinical settings occur in Quincy, IL and the surrounding areas. Prerequisites: English Composition I, General Psychology, Developmental Psychology, Anatomy & Physiology I & II; and NSG 201 and 206. Prerequisite or concurrent: NSG 215 and Microbiology.

NSG 209: Fundamentals of Pharmacology I (1 hour)

This course will focus on the introduction of pharmacologic agents as an intervention to promote, maintain, or restore health across the life span. An introduction to concepts such as pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and principles of drug administration will be presented. Basic calculations necessary to safely administer medications will be mastered upon successful completion of the course. Emphasis will be placed upon the individualization of drug therapies based on the unique physiological, psychological, sociocultural, and spiritual needs of the recipient. Prerequisites: Anatomy & Physiology I & II or permission of instructor. (Maybe offered distance education.)

NSG 211: Fundamentals of Pharmacology II (2 hours)

This course focuses on the use of pharmacologic agents and parenteral therapies as interventions to promote, maintain, and/or restore health. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and principles of drug classifications and safe medication administration will be studied using a Whole Person Nursing framework. Nursing assessment and intervention related to pharmacologic and parenteral therapies are emphasized. Prerequisites: Anatomy & Physiology I & II and NSG 201, 206, 209, and 215, or permission of instructor. (Maybe offered distance education.)

NSG 215: Health Assessment (3 hours)

This course focuses on the assessment component of nursing care. The course integrates the elements/skills of health and physical assessment with the College's curriculum framework of Whole Person Nursing. Assignments focus on acquiring assessment skills, exploring the biological-psychosocial-spiritual basis of assessment, developing a systematic method for completing comprehensive assessments across the lifespan, and examining the role of clinical reasoning as part of the assessment process. Emphasis is placed on skill acquisition. Prerequisite: Admission to the nursing major, General Psychology, and Anatomy & Physiology I & II.

NSG 304: Psychiatric/Mental Health Nursing (4 hours)

This course focuses on individuals and families throughout the lifespan who are experiencing varying states of mental health. The environmental influences affecting the mental health of the individual are examined within the context of the family and/or community. The use of self within the nurse/patient relationship is emphasized as the foundation for communication and therapeutic nursing interventions. Interprofessional collaboration with other health team members and/or community resources is explored as a way to address the needs of the whole person/family using various treatment modalities. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 320: Nursing Concepts I (4 hours)

This course focuses on the growth and development and health of the middle-aged through older adults and their families within the Whole Person Nursing Framework. The experience of these individuals and families with acute and chronic responses to health will be examined in the context of health promotion, illness, and health management. The concepts that will be covered include biopsychosocial responses to illness, fluid and electrolyte imbalances, acid-base alterations, care of the perioperative patient, mobility, sensation, digestion, protection, and excretion. Application of competencies related to nursing assessment, diagnosing, planning, implementation, and evaluation will be expected. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 321: Nursing Concepts II (6 hours)

This course focuses on the growth and development and health of the young adult through older adults and their families within the Whole Person Nursing Framework. The experience of individuals and families with acute and chronic responses to health are examined in the context of health promotion, illness, and health management. Concepts include immune response, oxygenation, cardiac perfusion, metabolism, and hematology. Application of competencies related to nursing assessment, diagnosing, planning, implementation, and evaluation take place in the clinical acute care setting and the community. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 322: Maternal and Child Nursing (6 hours)

This course applies the Whole Person Nursing Framework to the care of children, childbearing women, and their families. Emphasis is on the unique needs of these individuals and families along the health and developmental continuums. Students participate as a member of the interprofessional health team to promote, maintain, or restore health with common, acute and chronic health responses with the childbearing and childrearing experiences. The focus of clinical is the practice of these concepts in the acute care and community settings. Clinical also provides the opportunity to develop the professional nursing roles. Prerequisites: NSG 201, 206, 207/216, 209, 211, and 215; Human Growth & Development or Child Psychology; and Speech or Interpersonal Communications.

NSG 402: Advanced Nursing Concepts (5 hours)

This course focuses on applying Whole Person Nursing to persons experiencing complex multisystem health problems. Pathophysiological concepts and principles related to complex, multisystem health problems are analyzed. Nursing care principles and standards related to high acuity situations are emphasized. Clinical experience occurs in acute, subacute, home and community care settings. Prerequisites: NSG 304, 320, 321, and 322; English Composition II; and Pathophysiology. Prerequisite or concurrent: 404.

NSG 404: Evidence-Based Nursing Practice (3 hours)

This course introduces students to the research process as an integral link between theory and practice. Legal, moral, and ethical questions relative to research and use of human subjects are explored. Scientific inquiry, synthesis of literature, critical analysis of published nursing research, and appraisal of evidence for nursing practice are emphasized. Prerequisites: NSG 304, 320, 321, and 322; Statistics; English Composition II; Ethics; senior standing. Writing enriched course.

NSG 405: Leadership in Nursing (5 hours)

The focus of this course is on the leadership role of the professional nurse as a provider, manager and coordinator of care in a variety of settings. The emphasis is on developing leadership skills and abilities needed to collaborate with others to positively influence healthcare. Professional values, teaching-learning principles, effective communication, and leadership/management skills are emphasized and evaluated through group assignments and clinical experiences. Clinical reasoning, prioritization, delegation and the provision of high quality, safe patient centered care are essential components of this advanced clinical experience. Students are expected to evaluate personal, professional and peer development. Strong emphasis is as well practice peer evaluation and mentoring of underclass students. Prerequisites: NSG 402 and 404.

NSG 407: Gerontological Nursing and Chronic Illness Management (2 hours)

Gerontological Nursing and Chronic Illness Management will provide an overview of gerontology and the sub-specialty of Gerontological nursing. The diagnosis, management, and effects of chronic illness will be explored. The importance of cultural diversity will be examined in relation to its impact on the life trajectory. The inclusion of Quality and Safety Education for Nurses (QSEN) standards will expand the students understanding of strategies in caring for older adults. Prerequisite or concurrent: Senior standing. (Writing Enriched Course)

NSG 409: Community and Population Health Nursing (5 hours)

This course offers an introduction to principles and concepts of community health nursing throughout the lifespan. Coordination and use of community resources are stressed to ensure quality, accessibility, cost effectiveness and continuity of health care. Clinical experiences are provided in official and private agencies, school systems, and other health care delivery systems with an emphasis on population-focused care. Family nursing is explored through a family assessment. Prerequisite or concurrent: Senior standing and NSG 404.

NSG 427: Professionalism (2 hours)

This course provides the student with the opportunity to explore professional concepts within the discipline of nursing. The internal and external environmental influences, including a culturally diverse society that shaped the evolution of nursing are appraised. The student is challenged to expand his or her knowledge by analyzing legal and ethical parameters of nursing practice. Professional contemporary nursing is placed within the context of a global and ever-changing health care environment. The student will develop tools and skills to prepare them for seeking employment (resume, cover letter, interviewing skills). Prerequisite or concurrent: Senior standing and NSG 402.

NSG 428: Transition to Professional Practice (1 hour)

This capstone experience provides the student the opportunity to synthesize knowledge and skills from the curriculum and to integrate them into an individualized clinical nursing experience. In the capstone experience, the student participates in a professional mentorship experience. If the student is taking another clinical course(s) and receives a clinical failure in that course, the student may not continue in the capstone experience and will be withdrawn from NSG 427. Prerequisite or concurrent: Senior standing and NSG 402.

SECOND DEGREE REQUIRED NURSING COURSES

NSG 204: Science of Pharmacology (3 hours)

This course will focus on the use of pharmacologic agents as an intervention to promote, maintain, or restore health. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and principles of drug administration will be studied. Prerequisites: Anatomy and Physiology I & II, or permission of instructor.

NSG 216: Fundamentals of Nursing Care (4 hours)

This clinical course utilizes the whole person nursing framework and expands communication and nursing process skill to guide nursing practice. The focus is on the development of health promotion and care of adults experiencing uncomplicated health alterations. Scientific knowledge from nursing, physiological and psychological theories and other support courses is the basis for planning, implementing, and evaluating the outcomes of nursing actions. Prerequisite: Acceptance into the second degree program. Concurrent: NSG 215.

Course descriptions for NSG 201, 215, 304, 320, 321, 322, 402, 404, 405, 407, 409, 427, and 428 are under Basic Track Required Courses.

RN-BSN REQUIRED NURSING COURSES

NSG 308: Professional Nursing Concepts for the RN (3 hours)

This course explores the concepts of professional nursing. The rich heritage, professional role development, and history of nursing are emphasized. Current theories and models of nursing are compared and contrasted with the Blessing-Rieman College of Nursing and Health Sciences Whole Person Nursing Framework. Issues and trends that affect evidence based practice and challenges for the future are discussed. Prerequisite: Acceptance into the RN-BSN Track. (Offered distance education.)

NSG 309: Health Assessment through the Lifespan (3 hours)

This course focuses on the assessment component of nursing care. The course integrates the elements/skills of health and physical assessment with the college's curriculum framework of Whole Person Nursing. Assignments focus on expanding assessment skills, examining the biological-psychosocial-spiritual basis of assessment, developing a systematic method for completing comprehensive assessments across the lifespan, and using clinical reasoning as part of the assessment process. Emphasis is placed on incorporating these principles into current practice. Prerequisite: Acceptance into the RN-BSN Track. (Offered distance education.)

NSG 410: Evidence Directed Nursing Practice (3 hours)

This course will focus on building a sound working knowledge of research methods, as well as making clinical decisions using the best available research evidence, clinical expertise and patient preferences. Prerequisite: NSG 308 and Statistics.

NSG 411: Advanced Pathophysiological Concepts (5 hours)

This course offers an in-depth analysis of pathophysiological concepts related to patients experiencing complex, multisystem health imbalances. Comprehensive, whole person nursing care for individuals and their families across the lifespan is emphasized. Prerequisite: Pathophysiology and NSG 308.

NSG 412: Management Concepts (4 hours)

The focus of this course is on the leadership/management role of the professional nurse as a change agent, educator, manager, and professional role model in an every-changing society. Synthesis of leadership/management principles and concepts are incorporated into the professional practice role of the nurse to accomplish group goals and to assume the leadership role in managed care health delivery systems. The course includes experiential learning that provides students the opportunity to apply coursework to clinical work as a registered nurse. Prerequisite or concurrent: NSG 308 and 410.

NSG 413: Community Health Concepts (4 hours)

This course offers an introduction to principles and concepts of community health nursing throughout the lifespan. Coordination and use of community resources are stressed to ensure quality, accessibility, cost effectiveness and continuity of health care. The course includes experiential learning that provides students the opportunity to apply coursework to clinical work as a registered nurse. Prerequisite or concurrent: NSG 308, 310, and 410.

NSG 414: Health Policy (3 hours)

This is an introductory course in health policy and politics for nurses. Political activism as it relates to the nursing care of patients is explored within the context of contemporary health care delivery and financing in the United States. Application of the concepts of policy and politics are applied to the workplace, professional nursing organizations, community, and government. More specifically, the student is challenged to learn how to take action for advocacy and to recognize how the nurse, individually and through professional organizations, can influence and shape health policy to improve patient care outcomes. This course also focuses on the investigation and analysis of health care and nursing practice issues in both national and international arenas. Students explore personal issues and trends in health care, nursing practice, education, and research in a global society. The student will examine these issues to detect the influence of both individual and global cultures. Prerequisites: NSG 308.

Nursing Electives

See course descriptions under *Nursing Electives*.

NURSING ELECTIVES

A nursing elective is a study of specific issues not offered in other nursing courses or subjects covered with more depth than in the general nursing curriculum. These courses are offered when a sufficient number of students request a course. An elective course may be offered only once or only when requested by a sufficient number of students. Some electives are routinely offered every year.

NSG 280: Medical Terminology(2 hours)

This course is designed for anyone desiring a background in the language of medicine and health care. The course is presented utilizing a system of learning medical terms from root words, combining forms, prefixes and suffixes. At the completion of this course the student will be able to recognize, build, define, and correctly spell medical terms. Prerequisites: None. (Open to all majors. Maybe offered distance education.)

NSG 380: Health Assessment (2 hours)

This course offers RN and upper-division students the opportunity to expand their skills in adult Whole Person health and physical assessment. Whole Person health and physical assessment focuses on physiological, psychological, sociocultural, and spiritual data, and includes a health history, physical examination, and analysis of

diagnostic data. Whole Person Nursing is used as the foundation framework for health assessment principles and skills. Emphasis is placed on incorporating principles and skills into current practice of clinical courses. Individualized practice provides students with the opportunity to focus their experiences in areas of greatest need as well as clinical preference. Prerequisites: RN or upper-division standing. (Maybe offered distance education.)

NSG 391: Core Concepts I (5 hours)

This course emphasizes the core concepts of nursing practice. Students analyze previous personal performance and develop an individualized success and action plan. Students are expected to use critical thinking processes to apply core concept knowledge and principles to clinical situations. The diagnosis and treatment of human responses to health experiences is emphasized. Students will incorporate diagnostic findings, pharmacological and nutritional interventions, as well as growth and development stages into patient plans of care. Prerequisites: Successful completion of sophomore courses or permission of the instructor.

NSG 470: Professional Nursing Internship (1 hour)

A Professional Nursing Internship is defined as an authentic in-depth, learning experience, which take place outside of the classroom and is characterized by (1) exposure to situations not generally acquired in the classroom or regular clinical setting, (2) supervision by a recognized authority in the field, (3) academic guidance from a faculty member, and (4) evaluation of the internship. The internship is an organized program that occurs in an appropriate health care agency such as a hospital, nursing home, clinic or other approved setting. The student works under the supervision of a registered professional nurse to gain knowledge and to refine and advance their skill level. Prerequisites: NGPA 2.7 GPA, employer acceptance into an internship program and advisor approval.

NSG 471: Diabetes through the Lifespan (2 hours)

This course provides an overview of diabetes care through the life span. The course will utilize the College's Whole Person framework to plan interventions to promote, maintain, or restore the dynamic state of diabetes health.

NSG 472: Cognitive Concepts: Strategies for Success (2 hours)

This course emphasizes a multifaceted approach to NCLEX preparation. This course combines cognitive behavioral techniques, metacognitive strategies, test taking strategies, and simulated NCLEX experience with practice questions. This course will also incorporate the development of an individualized plan of preparation from graduation until NCLEX. Prerequisite: Successful completion of NSG 402.

NSG 475: MONA Convention (2 hours)

This course examines current and emerging issues affecting nurses, nursing practice, patient care, and strategies for thriving in the health care workforce. Students will attend the Missouri Nurses Association Biennial Convention, which includes continuing education sessions, House of Delegates meetings, issues, research, and finance forums. Prerequisite: Junior, senior, LPN, or RN status; or with permission of the instructor.

NSG 476: Nursing Informatics (2 hours)

This course offers an introduction to the dynamic field of Nursing Informatics. Students will learn about the use of computers and the Internet in providing nursing care including documentation, communication (including social media), and telenursing. Students will also explore the use of nursing informatics for professional education and career management and the future of Nursing Informatics.

NSG 479: Core Concepts III (2 hours)

This course emphasizes the core concepts of nursing practice and examines closely the clinical reasoning students need to apply knowledge and principles in clinical situations. Students will also analyze previous personal performance and develop an individualized success and action plan. In addition, students will explore the diagnosis and treatment of human responses to health experiences. Students will integrate diagnostic findings, pharmacological and nutritional interventions, as well as growth and developmental stages into case studies while analyzing the steps of the nursing process for evidence-based care. Analysis of test taking skills and strategies for improvement are also an integral part of this course. Prerequisites: Successful completion of junior level courses; permission of course instructor.

NSG 480: Independent Study (1 hour)

The purpose of the independent study is to allow students to increase knowledge in an area of particular interest and/or carry out a research project to receive academic credit. Students in good academic standing may earn academic credit through the completion of independent study. A maximum of two credits may be earned during the academic career at Blessing-Rieman College of Nursing. Independent studies are offered at the discretion of the student, faculty member, and administration. Each credit hour awarded requires a minimum of fifteen hours of study. Prerequisites: Consent of instructor.

NSG 481: Critical Care Nursing (2 hours)

This course offers the senior student an opportunity for in-depth study of critical care nursing of clients with the more common medical/surgical crisis situations. Emphasis is placed on synthesizing the pathophysiology, assessment findings, and treatment of selected imbalances of critically ill clients. Prerequisite: NSG 402 or consent of instructor.

NSG 482: Faith Community Nursing (2 hours)

This course focuses on the nursing scope and standards of practice of parish nursing. The past, present, and future of parish nursing are explored. Major concepts of holistic nursing care, spirituality and spiritual assessment, prayer and healing are analyzed in the parish nurse role. Community resources, team building, complementary methods of caring, and stress management are discussed. Prerequisite: Upper-division standing or consent of instructor. (Maybe offered distance education.)

NSG 483: Patient Education (2 hours)

This course offers the student an opportunity for in-depth study and application of the teaching/learning process to promote, maintain, and/or restore health. Emphasis is placed on using learning theories and nursing literature to provide patient education when giving Whole Person Nursing. Prerequisite: Upper-division standing. (Maybe offered distance education.)

NSG 484: Spirituality in Health Care (2 hours)

This course will focus on: the person as a spiritual being; the concept of spirituality and its relationship to health care; the role culture and religious beliefs play in a person's; spirituality, spiritual growth and support in health care; and ethical issues and research in providing spiritual support in health care. Prerequisites: None. (Open to all majors. Maybe offered distance education.)

NSG 485: Stress Management (2 hours)

This course will focus on non-pharmacological methods of stress management. The whole person approach to wellness will be emphasized and the class will be conducted in an interactive and experiential framework. The student will analyze the stresses in his or her own life and develop a plan to manage stress effectively. There will be presentations and activities in areas such as music, massage, meditation, water exercise, aroma, relaxation, guided imagery, cognitive-behavioral techniques, dance/movement, physical exercise, nutrition, communication, spirituality, and others as determined by the class. The student, using principles and techniques learned in the

course, will conduct a primary level health promotion activity with a(n) individual or group of their choice. Prerequisites: None.

NSG 486: Integrative Nursing: Incorporating Complementary and Alternative Health Practices into Person Centered Care (3 hours)

This course will examine the current evidence underlying traditional and emerging complementary and alternative health practices that support whole person healing. The student will explore and integrate biomedical approaches with evidence-informed integrative therapies and healing practices to promote the health and well-being of people, families and communities. The foundations of integrative nursing, methods to optimize wellbeing, symptom management and integrative nursing applications will be addressed. Prerequisites: None. (Open to all majors. Maybe offered distance education.)

NSG 487: Research Practicum (1 hour)

This course provides hands on experience in the research process. Students will select a research study and become part of the research team participating in the design development, literature searches, data collection, data entry, data analysis, and presentation preparation. Prerequisites: Computer requirement and NSG 404, or permission of instructor.

NSG 489: Selected Topics in Nursing

These courses, which are studies of selected issues not covered in other nursing courses or subjects covered with more depth than the general nursing curriculum, are offered at the discretion of the faculty and at the request of a sufficient number of students to justify a course offering. Selected topics courses may or may not be offered more than once.

The Bedside Scientist Institute (3 hours)

This course introduces the bedside scientist to the research process. It is designed to help the nurse find, understand, and use clinical research. Legal, moral, and ethical questions relative to research and the use of human subjects are explored. Scientific inquiry, synthesis of the literature, critical analysis of published literature, and development of a bedside scientist project are emphasized.

End of Life: Concepts of Care (3 hours)

This course explores holistic concepts and interventions that are essential for caregivers to utilize in assuring quality end of life care. An interdisciplinary focus is the framework for understanding the needs and issues that patients and caregivers face at the end of life. Historical perspectives of death and dying will provide the foundation for an examination of current issues in hospice and palliative care. The experiential project will provide the student the opportunity to apply concepts examined during this course.

Geriatric Immersion Experience (3 hours)

This course will assist the student to develop judgment and notice what is happening by assessing the person's functional status as well as the strengths, resources, needs, cultural traditions, wishes, and expectations of the older adult and caregiver. Instructor and student use evolving, evidence based geriatric knowledge, technology, and best practices to encourage a spirit of inquiry and provide competent care for the older adult. This elective includes classroom, lab, and clinical. Prerequisite: Admission to the nursing major.

Health Policy Summit (1 hour)

This course examines current and emerging issues affecting nurses, nursing practice, patient care, and strategies making a difference in the workplace. Students will attend the AACN Student Policy Summit, which includes continuing education sessions, visits to Capitol Hill, and networking forums.

Service Learning for Life with Travel to Dominican Republic (3 hours)

This course will explore professional nursing service and volunteering responsibilities/opportunities/activities that are a part of our human civic duty. Students will identify their personal areas of service interest locally and develop a service activity to support that cause. Students will also study the cultural beliefs, healthcare needs, and community resources of the people of the central mountain region of the Dominican Republic prior to traveling to that location for a week-long service learning adventure. Reflective journaling as well as other means of reflection and written assignments will be utilized throughout this course for evaluation of learning through service.

NSG 490: Genetics in Nursing (3 hours)

Scientific knowledge in human genetics has expanded significantly in the last decade larger due to the Human Genome Project. This course will increase the ability of a professional nurse to think genetically when approaching a clinical situation or problem that may not appear to be genetic in nature. The course will examine basic mechanisms of inheritance and transmission of chromosomes and genes, understanding of genetic contributions to human diversity, and information about common inherited genetic disorders and conditions. Prerequisite: Introduction to Biology or consent of the instructor. (Open to all majors. Maybe offered distance education.)

NSG 491: Usui System of Reiki Natural Healing (1 hour)

This course will prepare the student to become a Reiki practitioner at the First and Second Degree Level, explore the ways in which the student uses the self as a therapeutic instrument and explore the uses of Reiki in the clinical setting as well as for personal growth and self-healing. Prerequisites: None.

NSG 492: Core Concepts II (1 hour)

This course focuses on review of core concepts of nursing in preparation for the HESI exam for graduating seniors. In addition to review of pertinent content and curriculum, students will also review test-taking strategies, learning styles, and stress reduction techniques in order that they may be better prepared for standardized testing such as HESI and NCLEX. Prerequisites: Concurrent enrollment in NSG. 405 and students preparing to take the HESI prior to graduating; or permission of instructor.

NSG 495: INA Convention (2 hours)

This course examines current and emerging issues affecting nurses, nursing practice, patient care, and strategies for thriving in the health care workforce. Students will attend the Illinois Nurses Association Biennial Convention, which includes continuing education sessions, House of Delegates meetings, issues, research, and finance forums. Prerequisite: Junior, senior, LPN, or RN status; or with permission of the instructor.

NSG 496: Skin and Wound Care (2 hours)

This course provides an overview of skin and wound care thru the life span. Interventions in this course will focus on patient centered care, safe patient care, quality assessments and the search of enhanced skin care through evidenced based care and informatics. The course will utilize BRCN's Whole person framework to plan interventions to promote, maintain, or restore the dynamic state of skin health (alterations in skin integrity). Prerequisites: Junior or senior nursing student, or permission of instructor.

NSG 497: Forensic Nursing (2 hours)

This course is designed to introduce the student to the specialty practice area of forensic nursing. Forensic nursing is the application of nursing science to the administration of justice. The course will incorporate principles of assessment and interviewing with those of investigation, evidence collection, and documentation within the scope of nursing practice. Prerequisite: Junior, senior, LPN, or RN status; or with permission of the instructor. (Maybe offered distance education.)

NSG 498: The Art of Nursing (3 hours)

Students will have the opportunity to do an intensive exploration of a patient's "holistic experience of being" that will culminate into a unique artistic expression depicting the patient as interpreted by the student. A variety of mediums in the arts and humanities will be explored to guide the student in finding the art form that would be most representative of the patient. Prerequisite: Junior or senior standing.

ADMISSION REQUIREMENTS, POLICIES, AND PROCEDURES

GENERAL ADMISSIONS POLICY

POLICY

All applications for admission to the nursing program are welcomed. Students are selected based on criteria that evaluate the student's ability to successfully complete the program. During the application process, the College does not practice or condone discrimination in any form on the grounds of race, color, national or ethnic origin, religion, sex, age, marital status, veteran status, or disability to the extent required by law.

Applications are evaluated when all required documents are received by the College. See the following policies and procedures governing admissions into the nursing program.

ACT REQUIREMENT

The American College Test (ACT) is required for admission into the joint nursing program for basic and transfer students.

The ACT requirement is a composite score of 22 or higher. For students who took the Scholastic Aptitude Test (SAT), they must achieve a score equivalent to an ACT composite score of 22 or higher.

Admissions Assessment Exam (A2)

The Admission Assessment Exam, called the A2, is designed to measure students' abilities in subject areas similar to the ACT. Students who have an ACT composite score that is less than 22 are given the opportunity to demonstrate their abilities in another way by using the math and reading comprehension sections of the A2.

The passing score for the A2 is 78% on the math section and 78% on the reading comprehension section in order to meet admission scholastic requirements for the nursing major. For those students who are unsuccessful, achieving less than 78% on either or both sections of the A2, can re-test after 30 days. Students who are unsuccessful with the second test must wait one full year and successfully complete a remediation course with a grade of C or higher, before taking the test for a third time.

TOEFL REQUIREMENT

An applicant to the College must take the TOEFL English proficiency examination when any of the following applies:

- Applicant is a non-citizen or permanent resident of the U. S.

- Applicant is not from an English-speaking country.
- English is not the native language of the applicant.
- Applicant is not fluent in reading or speaking English.

The applicant must score above the following TOEFL scores to be admitted to the nursing program:

- 500 on the paper and pencil test.
- 173 on the computer-based test.
- 80 on the computer-based Internet test.
- 20 or above on all subsections (speaking, writing, listening, reading) of the computer-based Internet test.

Any student who is identified as having difficulty speaking or reading English after admission into the nursing program will be required to meet with the Learning Resource Center staff or complete an English as a Second Language (ESL) or Limited English Proficiency (LEP) course.

FINANCIAL REQUIREMENTS

All financial arrangements for freshman and sophomore nursing students are the responsibility of the partner institution (Culver-Stockton College or Quincy University). See the partner institution's college catalog for these requirements and other financial policies that apply to freshman and sophomore nursing students enrolled in the joint nursing program with Culver-Stockton College or Quincy University.

All financial arrangements for junior, senior, and advanced placement nursing students are the responsibility of the College. See *Financial Aid Policies and Procedures*.

HEALTH REQUIREMENTS

The College complies with all health regulations set forth by the Illinois Department of Public Health for post-secondary institutions and the health policies of each clinical site. Therefore the student must meet specific health requirements to progress through the nursing program. See *General Admission Requirements*.

HEALTH INSURANCE

Health insurance is required. See *General Admission Requirements* for further information. All health care expenses related to health promotion/maintenance and due to illness or injury while enrolled in the nursing program are the responsibilities of the student. Any illness or injury that occurs while traveling to or from a clinical site and at a clinical site is also the responsibility of the student.

CPR REQUIREMENTS

CPR certification by the American Heart Association – Health Care Providers course - is required of all nursing students when entering the major at the sophomore year. Proof of certification and renewal must be submitted to the College's Student Services Office before fall registration. See *General Admission Requirements*.

Opportunities for CPR:

A variety of opportunities are available to obtain or renew CPR skills. Blessing Hospital has monthly sessions available by reservation through the Educational Services Department of the hospital. Space in hospital classes is limited and reservations must be made in advance.

BACKGROUND CHECK AND DRUG SCREEN

The College requires that all students complete a criminal background check and drug screening after they have been notified of preliminary acceptance but before sophomore classes begin. The drug screening must be done no more than 30 days before the start of the sophomore year. The background check must be done no more than 60 days before the start of the sophomore year. Acceptance into the nursing program is conditioned on passing this required background check and drug screening. A preliminary accepted student may have his or her preliminary acceptance revoked if the drug screen is positive or disqualifying offenses (as found in the 225 ILCS 65/70-5 Nurse Practice Act) are found on the criminal background check. A nonexclusive list of disqualifying offenses can be found under the *Criminal Background Check* policy, or on our website at: www.brcn.edu/student-services/requirements.

ENTERING THE NURSING MAJOR AS A SOPHOMORE STUDENT INTO THE BASIC TRACK/JOINT NURSING PROGRAM

POLICY

Students are admitted to the basic track as sophomores in following priority:

1. Freshmen at Culver-Stockton College and Quincy University who meet the College's nursing major admission criteria.
2. Freshmen at Culver-Stockton College and Quincy University who were admitted with an ACT composite score of 19-21 (pre-nursing); met the College's other admission criteria; and successfully completed the Admissions Assessment Exam (A2) or retook the ACT, achieving a composite score of 22 or higher. To successfully complete the A2 exam, pre-nursing students must achieve 78% on the math and 78% on the reading comprehension sections of the exam.
3. Freshmen at Culver-Stockton College and Quincy University who were admitted with an ACT composite score of 18 or below (conditional); met the College's other admission criteria; and successfully completed the Admissions Assessment Exam (A2) or retook the ACT, achieving a composite score of 22 or higher. To successfully complete the A2 exam, conditional students must achieve 78% on the math and 78% on the reading comprehension sections of the exam.
4. Sophomore transfer students who meet the College's nursing major admission criteria.

Students are notified of their acceptance by letter after transcripts and test scores are reviewed and it is determined that admission scholastic requirements were met.

ADMISSION SCHOLASTIC REQUIREMENTS

High School Students: 22 ACT Composite Score

High school students may be admitted as freshmen nursing students when their ACT composite score is 22 or above and their high school GPA is 3.0 or above. Students who fall in this admission category will be considered official nursing majors at the end of the freshman year when the following requirements are met:

- Cumulative GPA of 2.5. (2.7 effective June 2014 for new students)
- Support course GPA of 2.5. (2.7 effective June 2014 for new students)
- Completion of all the prerequisite and support courses for sophomore nursing courses with a grade of C or better (English Composition I, General Psychology, Anatomy and Physiology I and II).
- Completion of all least 24 hours of college credit.

- Students who meet the above admission scholastic requirements will be allowed to pre-register for sophomore nursing courses in the spring semester of the freshman year and, at this time, will be assigned a College advisor.

High School Students: 19-21 ACT Composite Score

High school students who have an ACT composite score of 19-21 or a GPA below 3.0 may be admitted to the partner institution as pre-nursing students if they meet the partner institution's admission requirements. Students who fall in this admission category may apply to the nursing major at the end of their freshman year, or any time thereafter, and will be considered for admission when the following requirements are met:

- Passing score of $\geq 78\%$ on the math and $\geq 78\%$ on the reading comprehension sections of the A2 exam; or retook the ACT, achieving a composite score of 22 or higher.
 - Cumulative GPA of 2.5. (2.7 effective June 2014 for new students)
 - Support course GPA of 2.5. (2.7 effective June 2014 for new students)
 - Completion of all the prerequisites and support courses for sophomore nursing courses with a grade of C or better (English Composition I, General Psychology, Anatomy and Physiology I and II).
 - Completion of at least 24 hours of college credit.
- Students who meet the above scholastic requirements will be assigned a College advisor at the end of the freshman year.

High School Students: 18 or Below ACT Composite Score

High school students who have an ACT composite score of 18 or below or a GPA below 3.0 may be admitted to the partner institution as a conditional or undecided admission student if they meet the partner institution's admission requirements. These students may apply to the nursing major at the end of their freshman year, or any time thereafter, and will be considered for admission when the following requirements are met:

- Passing score of $\geq 78\%$ on the math and $\geq 78\%$ on the reading comprehension sections of the A2 exam; or retook the ACT, achieving a composite score of 22 or higher.
- Cumulative GPA of 2.5. (2.7 effective June 2014 for new students)
- Support course GPA of 2.5. (2.7 effective June 2014 for new students)
- Completion of all the prerequisites and support courses for sophomore nursing courses with a grade of C or better (English Composition I, General Psychology, Anatomy and Physiology I and II).
- Completion of at least 24 hours of college credit.

ENTERING THE NURSING MAJOR AS A TRANSFER OR LPN-BSN STUDENT INTO THE BASIC TRACK/JOINT PROGRAM POLICY AND ADMISSION SCHOLASTIC REQUIREMENTS

POLICY

Individuals wanting to transfer from other institutions of higher learning are welcomed. The number of qualified transfer students admitted to the nursing program is limited by the availability of space. Transfer students must complete all the requirements for graduation and for the degree specified in the catalog/handbook in effect at the time of enrollment in the joint program with Culver-Stockton College or Quincy University. Students are notified of their acceptance by letter after transcripts are reviewed and it is determined that admission scholastic requirements were met. All transcripted hours that meet criteria for transfer of credit will be accepted. The form for processing the transfer of credit is initiated by the College and placed in the student's permanent file.

ADMISSION SCHOLASTIC REQUIREMENTS

Transfer and LPN-BSN students are expected to meet the same admission scholastic requirements as sophomore students entering the nursing major. See *Admission Scholastic Requirements* under *Entering the Nursing Major as a Sophomore Student into the Basic Track/Joint Nursing Program*.

NOTE:

- The ACT is waived for those LPN-BSN students who passed the admission assessment exam.
- Exceptions are considered on a case-by-case basis.
- The College does not accept vocational school or technical school courses as college credit.
- LPNs are awarded 2 credit hours for Medical Terminology and 2 credit hours for electives upon successful completion of NSG 206 and 207.

SCHOLASTIC INFORMATION

Advanced standing as a transfer student may be achieved in these ways:

- Transfer of Credit: Credit awarded for courses passed at regionally-accredited colleges and universities based on equivalency of course content.
- Credit by Examination: Credit awarded upon successful completion of an appropriate examination such as:
 - Selected CLEP tests passed at or above the 50th percentile (up to 30 hours).
 - Nationally-standardized examinations for many support courses.
 - Regents (formerly ACT PEP) tests passed at or above the 45th percentile.

For Culver-Stockton College Students

At least 62 hours must be earned from a four-year college or university. The 62 hours include a required residency at Culver-Stockton College. The residency is to complete at least 30 of the last 45 semester hours at Culver-Stockton College. A minimum of 40 semester hours must be earned in upper division courses (300-400 numbered courses).

For Quincy University Students

At least 56 hours must be earned from a four-year college or university. The 56 hours include a required minimum of 30 semester hours in residency at Quincy University/Blessing-Rieman College of Nursing and Health Sciences. Of these 30 hours, 18 must be earned at Blessing-Rieman College of Nursing and Health Sciences and 12 at Quincy University.

STUDENTS ENTERING AS SECOND DEGREE STUDENTS POLICY AND ADMISSION SCHOLASTIC REQUIREMENTS

POLICY

The advanced placement track is for individuals who have a baccalaureate degree (BS or BA) or a graduate degree in another field. The number of qualified individuals who can be admitted to this track is limited by the availability of space. Therefore, admission into the advanced placement track is highly selective and competitive.

The application deadline is December 15 and course work begins during the following interim semester that begins in April/May. Applications that are submitted after the deadline will be accepted if space is available. Advanced placement students must complete all the requirements for graduation and for the degree specified in

the catalog/handbook in effect at the time of enrollment. Students are notified of their acceptance by letter in January after transcripts are reviewed and it is determined that admission scholastic requirements were met. All transcribed hours that meet criteria for transfer of credit will be accepted. The form for processing the transfer of credit is initiated by the College and placed in the student's permanent file.

ADMISSION SCHOLASTIC REQUIREMENTS

- Bachelors (BA or BS) and/or a graduate degree in another field.
- A 2.70 GPA on a 4.00 scale in support courses.
- An overall 2.70 GPA on a 4.00 scale in previous course work.
- Prerequisite college level course requirements, which must be completed prior to admission, with a grade of "C" or higher. These course requirements include Anatomy and Physiology I and II, Microbiology, General Psychology, Developmental Psychology, English Composition I and II, Ethics, and Speech.

OTHER REQUIREMENTS

- A resume.
- Two letters of reference from individuals that attest to your character and ability to complete a course of intensive study.

STUDENTS ENTERING THE COLLEGE'S RN-BSN PROGRAM POLICY AND ADMISSION SCHOLASTIC REQUIREMENTS

A RN (registered nurse) is an individual who has successfully completed a diploma or associate degree program in nursing and holds a valid professional registered nurse license.

All registered nurses wishing to earn the baccalaureate degree in nursing are welcomed.

NOTE:

- Student should make an appointment with the RN-BSN Track Coordinator to plan their program. Appointments are made through the College's Admissions Office.
 - Students are notified of their acceptance by letter after transcripts are reviewed and it is determined that admission scholastic requirements were met.
-

SCHOLASTIC REQUIREMENTS

- Unencumbered current RN license.
- Diploma or Associate Degree in Nursing from an approved school of nursing.

LICENSURE/MALPRACTICE INSURANCE FOR RN-BSN STUDENTS

All RN-BSN students are to submit proof of current licensure as required by law and verification of professional liability insurance by the end of the second full week of classes. RN-BSN students must have this documentation completed before NSG 310.

ADMISSIONS PROCEDURE

PROCEDURE

Step 1: Obtain the application form. Before obtaining the form, basic and transfer students must decide which joint nursing program to attend.

Application forms can be obtained from:
Admissions Office

Blessing-Rieman College of Nursing and Health Sciences
Broadway @ 11th Street, Box 7005
Quincy, IL 62305-7005
(217) 228-5520, Ext. 6961 or 6964
1-800-877-9140
Or completed online at www.brcn.edu

Basic and transfer students can also obtain application forms from:

Office of Admissions
Culver-Stockton College
One College Hill
Canton, MO 63435
(573) 288-6331
1-800-537-1883
www.culver.edu
admissions@culver.edu

Office of Admissions
Quincy University
1800 College Avenue
Quincy, IL 62301-2699
(217) 228-5210
1-800-688-4295
www.quincy.edu
admissions@quincy.edu

Step 2: Complete and return the application form.

Basic and Transfer Students

Complete and return:

- The Culver-Stockton College Application for Admissions form **or** the Quincy University Application for Undergraduate Admissions form **and**
- The complementary Blessing-Rieman College of Nursing and Health Sciences application form to the College **or** to Culver-Stockton College/Quincy University.
- All three institutions have applications online- www.culver.edu , www.quincy.edu, and www.brcn.edu which can be completed in place of a paper application.

Second Degree and RN-BSN Students

Complete and only return the College's application form.

High School Students

Application forms can be completed and submitted at any time after completing the junior year of high school.

NOTE: There is no separate application fee for the College.

Step 3: Submit transcripts.

High School Students

Submit an official transcript from high school, showing the cumulative grade point average (GPA) and any post-secondary credit earned during high school from a regionally-accredited college/university.

- When applying as a high school senior, the student submits an official high school transcript that shows the GPA through the end of the junior year. After graduation, the student is responsible for sending to Culver-Stockton College/Quincy University a final high school transcript showing the graduation date.

Transfer Students

- Request that an official transcript from each college/university previously attended be sent to Culver-Stockton College/Quincy University.
- Provide any syllabi and/or course descriptions that are requested by the College; and/or Culver-Stockton College or Quincy University.

LPN-BSN Students

- Must apply follow the application process listed under the Transfer Students, which includes applying through Culver-Stockton College/Quincy University.
- ACT requirement is waived for LPN's who have a current practicing license.
- Medical Terminology and Nutrition courses (6 credit hours total) are escrowed in for LPN students.

Advanced Placement Students

- Request that an official transcript from each college/university previously attended be sent to the College's Admissions Office.
- Provide any syllabi and/or course descriptions that are requested by the College.
- Submit resume and two letters of reference to the College's Admissions Office.

RN-BSN Students

- Request that an official transcript from each college/university and/or diploma nursing program previously attended be sent to the College's Admissions Office for evaluation.
- Provide any syllabi and/or course descriptions that are requested by the College's Registrar.
- Submit a copy of your current license and documentation of malpractice insurance. These items must be submitted before enrolling in course work.
- Make an appointment with the RN-BSN Coordinator to discuss the evaluation of your transcripts, transfer of credit, and degree plan. Make this appointment through the College's Admissions Office.

Step 4: For High School Students and Transfer Students: Submit ACT scores.

Request that ACT (American College Test) or SAT (Scholastic Aptitude Test) scores are mailed to Culver-Stockton College/Quincy University.

- Culver-Stockton College's ACT code number is 2290.
- Quincy University's ACT code number is 1120.
- For test dates and questions about the ACT test, students can contact their high school counselor or the American College Testing Corporation at P. O. Box 168, Iowa City, IA 52240.

NOTE: Applicants who have been out of high school and have not been enrolled at another institution for at least two years need not take these tests. They will take the A2.

Step 5: For Pre-licensure Students, Only: Sign verification form.

Sign the verification form mandated by the Missouri Nurse Practice Act. Forms are obtained from the College's Admissions Office.

Step 6: Deposit Advance Placement students are required to pay a deposit upon receipt of acceptance letter. Basic and Transfer students are required to pay a deposit to, Culver-Stockton College/Quincy University to hold a seat in the class.

PROGRESSION AND GRADUATION POLICIES

PROGRESSION REQUIREMENTS AND POLICY

POLICY

The academic progress of all nursing students is evaluated by the College's Academic Committee at the end of each semester. Students and advisors are notified by letter of any progression difficulties. The letter is sent by the College's Registrar's Office.

The student is responsible, with assistance from the advisor and the College's Registrar's Office, to meet all progression requirements. For a student to progress sophomore to junior year, junior year to senior year, and senior year to graduation in good academic standing, the following are necessary:

- Maintain a minimum cumulative grade point average (GPA) of 2.7.
- Achieve a minimum cumulative GPA of 2.7 in all support courses at the completion of the sophomore, junior, and senior years in order to progress and graduate.
 - Students will not progress to the next year or graduate when their support course GPA is below 2.7. (2.7 effective June 2014 for new students)
 - Support courses are Anatomy & Physiology I and II, Microbiology, Pathophysiology, Statistics, Ethics, Introduction to Psychology, and Human Growth & Development/Child Psychology.
- Achieve a minimum cumulative GPA of 2.7 in all nursing courses (NGPA) at the completion of all required 200, 300, and 400 level nursing courses.
 - Students will not progress to the next year or graduate when their NGPA is below 2.7.
- Earn a minimum of "C" in all required nursing courses and earn a minimum of "C" in all required prerequisite and support courses by the time they are required as prerequisites.
 - A "C-" is not acceptable.
- Complete the prerequisites for subsequent courses.
- Meet the other specified requirements of the program.
 - In addition to other course requirements, a student must achieve a minimum test average of 77% at the end of each clinical nursing course in order to pass the course. When the student does not have this minimum average, the grade for the course will represent the test average earned, excluding other assignments, as a "D" or "F."
 - Meet competency requirements at each level as specified in the competency requirements.

When a sophomore, junior, or senior student does not progress due to an NGPA below 2.7, the student must retake a required nursing course to raise his/her NGPA and to help the student improve his/her knowledge base as a safe professional nurse.

COMPETENCY REQUIREMENTS

POLICY

The College's students are also required to demonstrate the following competencies in order to progress and graduate.

Sophomore Level

Sophomore nursing students must demonstrate competency with basic nursing care as a prerequisite to enrolling in any of the 300-level (junior) clinical nursing courses. Competency is demonstrated by successfully completing NSG 201, 206 & 207/216, 209, 211, 215, and 280.

Junior Level

Junior nursing students must demonstrate competency in providing safe, effective nursing care as a prerequisite to enrolling in NSG 402. Competency is demonstrated by successfully completing NSG 304, 320, 321, 322.

Upon successful completion of the junior year, students will take a nationally standardized achievement test as an assessment measure. Students who do not meet the group-normed passing score will be required to enroll in NSG 489: Core Concepts III in addition to the other senior year courses.

Senior Level

NSG 402

Senior nursing students enrolled in this course design a NCLEX-RN success plan based on their results of previously taken national standardized tests. This plan is to assist the student achieve NCLEX-RN success. The plan includes a review of the tests, test taking strategies, content review, building of self-esteem, and stress management.

COMPETENCY TESTING

The College participates in a comprehensive assessment of academic progress through standardized testing. Basic and advanced placement students are required to participate in this program and are charged a testing fee per semester while in the nursing program to cover the cost of the program.

GRADUATION REQUIREMENTS

POLICY

Degree requirements for graduation are:

- Satisfactory completion of 124 semester credit hours for the basic and the advanced placement programs, and 120 semester credit hours for the RN-BSN program.

- 30 of the last 60 credits for the degree were earned from the College.
- Satisfactory completion of all courses on the degree plan.

Accumulative grade point requirements for graduation are:

- GPA of 2.70 or above.
- Support course GPA of 2.70 or above.
- NGPA of 2.70 or above.

MASTER'S OF SCIENCE IN NURSING (MSN) PROGRAM

The College confers the Master of Science Degree in Nursing (MSN) through its own graduate program. The purpose of this program is to prepare registered nurses for roles in nursing administration and nursing education. In conjunction with Culver-Stockton College, students may enroll in master's level business courses to also earn the Masters of Business Administration (MBA).

GOALS OF THE MSN PROGRAM

The MSN Program's goals are to:

- Prepare professional nurses to practice as nurse administrators or nurse educators.
- Graduate masters-prepared professional nurses who can competently function as a member, leader, and change agent within an interdisciplinary team of healthcare providers or educators.
- Make the commitment to enhance the personal and profession development of each MSN student.
- Provide a foundation for the doctorate degree in nursing, PhD or DNP.

MSN PROGRAM PHILOSOPHY

Students in the MSN program are expected to develop sophisticated and complex skills beyond the baccalaureate program. At the graduate level, emphasis is placed on students critically analyzing facts and theories. Students will make collaborative judgments based on nationally accepted quality measures and benchmarks in the practice setting, ensuring quality healthcare outcomes. In addition, students will synthesize innovative solutions to problems. All MSN students are expected to:

- Critically and independently think.
- Employ efficient and effective search strategies to locate reliable sources of evidence.
- Critically appraise original research related to their area of interest.
- Master the competencies for the role as nurse administrator or nurse educator.
- Substantially contribute to their course of study.
- Apply concepts, principles, and theories to create original work.
- Appreciate the values of and champion the principles of the QSEN initiative in all care settings.

NURSING STANDARDS

The curriculum is founded on and incorporates the *AACN Essentials of Master's Education in Nursing* (2011) and the QSEN initiative. The curriculum and individual courses incorporate the *ANA Scope and Standards of Nursing Practice*, *ANA Code of Ethics*, *ANA Scope and Standards for Nurse Administrators*, and the *National League for Nursing Scope of Practice for Academic Nurse Educators*.

CURRICULUM FRAMEWORK

The MSN Program curriculum reflects a commitment to the College's curriculum framework, Whole Person Nursing, and therefore core courses focus on developing an in-depth understanding of the framework's concepts.

OVERVIEW OF THE PROGRAM AND CURRICULUM

The MSN program is part-time whereby students enroll in 6 to 8 credit hours of nursing courses per semester, completing the program in approximately two calendar years.

Graduate Curriculum

The graduate curriculum incorporates four areas of content: the graduate nursing core, whole person nursing care core, research/project core, and functional area content. All master's degree nursing students complete all core content areas regardless of their chosen functional area.

The graduate nursing core is foundational content that is essential for all students who pursue a master's education, providing course work in nursing theory, nursing science, research, health policy, and professional role development. The whole person nursing care core is also foundational content that is essential for master's nursing students, providing advanced content in health assessment; pharmacology; health promotion and disease prevention; and restoring, maintaining, and maximizing health. The functional area content is the content essential for students who are pursuing an advanced nursing role in nursing administration or nursing education, providing didactic and hands-on learning experiences with these roles.

The required total number of graduate semester credit hours is 44 for those students who chose to complete the thesis. For those students who chose to complete a project, the required total number of semester credit hours to graduate is 42.

Courses Delivery

The delivery of courses involves distance education using the Internet. For those courses that are synchronous involving participation by video streaming, courses will be scheduled to facilitate the working student. Whether the course is synchronous or asynchronous, students are expected to meet deadlines for online discussions as learning experiences are enhanced by group interaction.

MSN PROGRAM OUTCOMES

The following outcomes are based on the assumption that graduate education builds on a baccalaureate nursing education, expanding his or her knowledge in depth and scope. Therefore, at the completion of the program, the student will:

1. Applies and integrates theories and research findings from nursing and other fields to plan, deliver, manage, and evaluate patient-centered care.
2. Demonstrates a strong theoretical foundation in Whole Person Nursing when promoting health, preventing illness, maintaining and restoring health, and maximizing the function of individuals, families, and communities.
3. Exerts a leadership role with creating effective working relationships that use ethical and critical decision making and a systems approach to promote high quality, safe patient care.
4. Uses informatics and quality improvement methods, tools, performance measures, standards, and principles to continuously improve quality and safety within the organization.

5. Uses research and best evidence with clinical expertise as the basis for making educational, clinical, and organizational decisions that resolve problems, effect change, improve nursing practice, and improve the safety and quality of health care.
6. Uses patient-care, information, and communication technologies to integrate, coordinate, deliver, and enhance patient care.
7. Uses policy development processes and advocacy strategies at the system level to influence decisions that affect clinical practice, health care delivery, and nursing education.
8. Functions as a leader not only in the profession but in the health care system, advancing health and nursing care as well as influencing regulatory, legislative, and public policy in the private and public sectors.
9. Serves as a member and leader within interprofessional teams, communicating, collaborating, consulting, and promoting shared decision-making to achieve safe, quality patient care.
10. Integrates new knowledge, functions, and activities into one's professional nursing practice to implement interventions that influence healthcare outcomes for individuals, families, communities, populations, or systems.

DEGREE PLANS AND SAMPLE CLASS SCHEDULES

DEGREE PLAN – MSN PROGRAM (42 – 44 SEMESTER CREDIT HOURS) FOR STUDENTS ENTERING JUNE 2017

Graduate Nursing Core

Courses	Hrs.
NSG 501: Nursing Theory and Nursing Science	2
NSG 503: Professional Role Development and Principles of Advanced Practice	2
NSG 505: Statistic for the Health Professional	2
NSG 511: Advanced Evidence Based Research	1
NSG 513: Quantitative and Qualitative Research Methods for the Nurse Scientist	3
NSG 601: Health Policy	2
Total	12

Whole Person Nursing Care Core

Courses	Hrs.
NSG 507: Advance Health Assessment	3
NSG 508: Advance Physiology/Pathophysiology	3
NSG 509: Advanced Pharmacology	3
NSG 510: Advanced WPN I: Health Promotion and Disease Prevention	2
NSG 512: Advanced WPN II: Restoring, Maintaining, and Maximizing Health	2
NSG 515: Advanced WPN Practicum	2
Total	15

Research/Project Core

Courses	Hrs.
NSG 690: Nursing Project I or NSG. 692: Nursing Thesis I	2 or 3
NSG 691: Nursing Project II or NSG 693: Nursing Thesis II	2 or 3

Functional Area Content (Track)	
Nursing Administration Courses	Hrs.
NSG 602: Nursing Systems and Models of Care Delivery	3
NSG 604: Economics in Health Care and Nursing Services	3
NSG 606: Organizational Cultural and Behavioral Patterns	3
NSG 615: Nurse Administrator Practicum I	1
NSG 617: Nurse Administrator Practicum II	1
Total	11
Nursing Education Courses	Hrs.
NSG 603: Theoretical Foundations of Teaching/Learning	3
NSG 605: Theoretical Foundations of Curriculum and Course Design	3
NSG 607: Assessment and Evaluation with Practicum	3
NSG 616: Teaching Practicum	2
Total	11

COURSE SCHEDULE – MSN PROGRAM FOR STUDENTS ENTERING JUNE 2017

Year 1: Core for All MSN Students

<u>Summer 2017</u>	<u>Fall 2017</u>	<u>Spring 2018</u>
<ul style="list-style-type: none"> NSG 501: Nursing Theory and Nursing Science (2) NSG 505: Statistic for the Health Professional (2) NSG 511: Advanced Evidence Based Research (1) 	<ul style="list-style-type: none"> NSG 503: Professional Role Development and Principles of Advanced Practice (2) NSG 508: Advance Physiology/ Pathophysiology (3) NSG 513: Quantitative and Qualitative Research Methods for the Nurse Scientist (3) 	<ul style="list-style-type: none"> NSG 510: Advanced WPN I: Health Promotion and Disease Prevention (2) NSG 512: Advanced WPN II: Restoring, Maintaining, and Maximizing Health (2) NSG 515: Advanced WPN Practicum (2)
Total: 6 hrs	Total: 8 hrs	Total: 6 hrs

Year 2: Immersion in Track and Research/Project Experience

<u>Summer 2018</u>	<u>Fall 2018</u>	<u>Spring 2019</u>
<ul style="list-style-type: none"> • NSG 509: Advanced Pharmacology (3) • NSG 601: Health Policy (2) • NSG 602: Nursing Systems and Models of Care Delivery (3) <p>OR</p> <ul style="list-style-type: none"> • NSG 603: Theoretical Foundations of Teaching/Learning (3) 	<ul style="list-style-type: none"> • NSG 507: Advance Health Assessment (3) • Nsg. 606: Organizational, Cultural, and Behavioral Patterns (3) and NSG 615: Nurse Administrator Practicum I (1) <p>OR</p> <ul style="list-style-type: none"> • NSG 605: Theoretical Foundations of Curriculum and Course Design (3) • NSG 690: Nursing Project I (2) <p>OR</p> <ul style="list-style-type: none"> • NSG 692: Nursing Thesis I (3) 	<ul style="list-style-type: none"> • NSG 604: Economics in Health Care and Nursing Services (3) and Nsg. 617: Nurse Administrator Practicum II (1) <p>OR</p> <ul style="list-style-type: none"> • Nsg. 607: Assessment and Evaluation (3) and Nsg. 616: Teaching Practicum (2) • Nsg. 691: Nursing Project I (2) <p>OR</p> <ul style="list-style-type: none"> • Nsg. 693: Nursing Thesis II (3)
Total: 8 hrs both tracks	Total: Nurse Administrator: 9-10 hrs Nurse Educator: 8-9 hrs	Total: Nurse Administrator: 6-7 hrs Nurse Educator: 7-8 hrs

Total Semester Credit Hours: 42 – 44

**COURSE REQUIREMENTS FOR THE MSN/MBA DUAL DEGREE
FOR MSN STUDENTS ENTERING JUNE 2016**

PRE-REQUISITES

- Bachelor's degree.
- Principles of Accounting I and II

**REQUIRED COURSES TRANSFERRED FROM THE
COLLEGE**

- NSG 604: Econ in Health Care and Nursing Services (3)
- NSG 506: Quantitative Research Methods and Stats (3)
- NSG 606: Org. Cultural and Behavioral Patterns (3)
- NSG 601: Health Policy (2)
- NSG 690/691 Capstone (4) OR NSG 692/693 Capstone (6)

**REQUIRED COURSES FROM CULVER-STOCKTON
COLLEGE ***

- BUS 515: Global Marketing Strategy (3)
- BUS 540: Legal Environment (3)
- ACT 555: Financial Reporting and Analysis (3)
- ACT 556: Managerial Accounting Decision Making (3)
- BUS 530: Human Resource Management (3)

* These courses can be taken concurrently with nursing courses or completed after earning the MSN.

Contact the Admission's Office at Culver-Stockton College to learn more about the MBA Program. See the Culver-Stockton MBA Handbook at www.culver.edu for more information.

COURSE DESCRIPTIONS

GRADUATE NURSING CORE COURSES

NSG 501: Nursing Theory and Nursing Science (2 hours)

This course provides an overview of the relationship between philosophy, theories or conceptual frameworks, and nursing science. Concepts will be analyzed relative to their use in theory building. Students are expected to conduct an in-depth analysis of a major nursing theory or conceptual framework. Appreciation of the role nursing theory development plays in providing a basis for scientific inquiry is emphasized. Pre-requisites: Acceptance into the MSN Program or permission of the instructor as a non-degree seeking student.

NSG 503: Professional Role Development (2 hours)

This course provides an overview of social role theory and explores its relevance to professional role development. Gender differences are explored within an historical context. A history of advanced nursing practice role development is reviewed, and emerging roles in advanced practice are critiqued. Pre-requisites: Acceptance into the MSN Program or permission of the instructor as a non-degree seeking student.

NSG 505: Statistic for the Health Professional (2 hours)

A general overview of statistical methods commonly used by the nurse scientist to conduct and analyze research is provided. The emphasis is for the student to conceptually understand and apply statistical concepts and methods to the interpret research data. The specifics of the course will include: understanding the data through the use of descriptive statistics and underlying principles of statistical inference; and statistical methods including Chi-Square, McNemar, Kruskal-Wallis, the Wilcoxin, Friedman, Mann-Whitney U, t-tests, ANOVA, Correlation, and Regression. Additionally, students have the opportunity to collect data and to enter that data into SPSS and analyze the data using SPSS. Pre-requisites: Undergraduate research and undergraduate biostatistics and NSG 501 or permission of the instructor.

NSG 511 Advanced Evidence Based Research (1 hour)

This course explores the current state of the science regarding evidence based nursing practice congruent with the Quality and Safety Education Initiatives (QSEN). The student is introduced to the role of evidence based practice in graduate nursing practice. Students will employ health research methods and processes to explore evidence based literature to answer focused clinical questions. Students will critically appraise original research and evidence summaries related to their area of practice. They will describe how clinical expertise and patient/family/community values are incorporated into clinical decision-making. Pre-requisites: Acceptance into the MSN Program or permission of the instructor as a non-degree seeking student.

NSG 513: Quantitative and Qualitative Research Methods for the Nurse Scientist (3 hours)

This course focuses on interpreting, designing, and conducting research studies based on quantitative and qualitative methodology. Students use established criteria to critique published quantitative research studies with emphasis on application for evidence-based practice. Students explore research studies in the qualitative paradigm for application to clinical practice. Students promote a research agenda for evidence that is needed in their area of practice. They suggest health research methods and processes to explore current nursing and related healthcare problems in their personal area of interest and complete a quantitative research proposal. Pre-requisites: NSG 505 or graduate statistics.

NSG 601: Health Policy (2 hours)

This course focuses on national and state health policy in relation to the U.S. health system within the context of global health policy. A key behavior is to develop your voice as a nurse. Students explore the broader aspects of

health policy processes and development. Key policies are analyzed and critiqued in order to recognize inherent assumptions. Students also develop an action framework for challenging existing health policies or in creating new policies. Pre-requisites: Acceptance into the MSN program or permission from the instructor as a non-degree seeking student.

WHOLE PERSON NURSING CARE CORE COURSES

NSG 507: Advance Health Assessment of the Whole Person (3 hours)

This course is designed to develop cognitive and physical assessment skills with differential diagnosing, going beyond the basic history and physical examination. The course builds and expands students' basic preparation with health assessment, focusing on the concept of a specific chief complaint rather than the generic head-to-toe assessment, focused history, key questions, focused physical examination, laboratory and diagnostic studies, and diagnostic reasoning. The course also addresses the assessment of the psychological, sociocultural, developmental, and spiritual dimension of the whole person across. Although the emphasis of the course is the adult, assessment issues across the lifespan are also discussed. Pre-requisites: Acceptance into the MSN program or permission of the instructor.

NSG 508: Advance Physiology/ Pathophysiology (3 hours)

A concepts approach using quality improvement methods will be used to examine in depth physiological processes across the lifespan. Pre-requisites or concurrent: NSG, 501, 502, and 505.

NSG 509: Advanced Pharmacology (3 hours)

This course encompasses an in-depth analysis of pharmacodynamics, pharmacokinetics, and pharmacotherapeutics for broad categories of pharmacological agents. Pharmacogenomic considerations, lifespan development, and cultural issues are explored relative to safe drug choice and effective medication management. Evidence based drug regimens to manage common health alterations are reviewed. The impact of information technology, healthcare system changes and economics on pharmacotherapy are examined within the context of patient-centered care. Issues and trends in pharmacotherapy are explored along with the legal and ethical considerations. The course also focuses on the application of pharmacotherapeutics used by nurse practitioners in the management of health problems. Pre-requisites: Acceptance into the MSN program or permission of the instructor.

NSG 510: Advanced WPN I (2 hours)

This course focuses on health promotion and disease prevention from an advanced nursing practice perspective, exploring theories and management strategies with health promotion, protection, disease and injury prevention, epidemiology, health education, growth and development, and family systems. The course will also explore the physiology of wellness to better understand the effect nursing practice on health promotion and disease prevention. Although the emphasis of the course is the adult, health promotion and disease prevention issues across the lifespan are also discussed. Pre-requisites: NSG 501 and 503 or permission of the instructor as a non-degree seeking student.

NSG 512: Advanced WPN II (2 hours)

This course focuses on restoring, maintaining, and maximizing health from an advanced nursing practice perspective, exploring the pathophysiology as well as the pharmacological, nursing, and interdisciplinary management of frequently occurring health problems. The course will also explore clinical decision making processes that are necessary to effectively managing health problems of the adult. Although the emphasis of the course is the adult, health management issues across the lifespan are also discussed. Pre-requisites: NSG 501 and 503 or permission of the instructor as a non-degree seeking student.

NSG 515: Advanced WPN Practicum (2 hours)

This practicum gives students the opportunity to integrate and practice concepts from Nsg. 510 and Nsg. 512. Emphasis is placed on advanced assessment and clinical decision making with the management of a selected population. Students are expected to log 120 hours of practice time. Students entering the nurse educator track must spend a concentrated time in the nursing specialty that they wish to teach so they are prepared to teach that specialty. Pre-requisites or concurrent: NSG 510 and NSG 512.

RESEARCH/PROJECT CORE COURSES

NSG 690: Nursing Research Project I (2 hours)

During this directed study, each student is expected to develop a formal written proposal for an individual scholarly project. Each student provides a brief overview of their scholarly project to the Committee they have constituted. See the Thesis/Project policy for guidelines. Pre-requisites: MSN program student and completion of the graduate core courses.

NSG 691: Nursing Research Project II (2 hours)

Students will complete their individual project during this directed study. Each student will complete the project according to the guidelines set forth in the Master's Thesis/Project Policy and the agreements made with their project committee. Pre-requisites: NSG 690.

NSG 692: Nursing Research Thesis I (3 hours)

During this directed study, each student is expected to develop a formal written proposal for an individual research thesis and obtain IRB approval for the research. Pre-requisites: MSN program student and completion of the graduate core courses.

NSG 693: Nursing Research Thesis II (3 hours)

Students will complete their research thesis during this directed study and successfully complete the Thesis Examination (See Thesis Guidelines). Pre-requisites: NSG 692.

NSG 694: Nursing Research Thesis/Project Continuous Enrollment (1 hour)

Students who need to be continuously enrolled in either thesis or project to complete degree requirements are to be enrolled in this course.

FUNCTIONAL AREA CONTENT: NURSE ADMINISTRATOR COURSES

NSG 602: Nursing Systems and Models of Care Delivery (3 hours)

This course provides a comprehensive overview of nursing systems and models of care delivery within the United States and other countries. Critical assessment of nursing and healthcare outcomes management and assessment provides a framework for the judicious use of current best evidence in making system and care delivery decisions. Pre-requisite: NSG 501 and 503 or permission of the instructor as a non-degree seeking student.

NSG 604: Economics in Health Care and Nursing Services (3 hours)

This course provides an introduction to accounting and financial management, within the health-care industry. Students are expected to critically read and/or analyze financial reports, cost behavior, profit analysis, cost allocation, pricing and servicing decisions, managerial accounting, planning and budgeting, time value analysis and financial risk. Pre-requisite: NSG 501 and 503 or permission of the instructor as a non-degree seeking student.

NSG 606: Organizational Cultural and Behavioral Patterns (3 hours)

This course provides insight into organizational culture and behavior patterns by analyzing individual and group behavior within a variety of work place settings. Key issues such as perceptions, attitudes, stress, conflict, negotiations, group dynamics, team building, and managing change are emphasized. Students are expected to discern workplace dynamics, and plan change to enable organizational success through increasing job satisfaction and productivity. Pre-requisites: NSG 501 and 503 or permission of the instructor as a non-degree seeking student.

NSG 615: Administration Practicum I (1 hour)

This 45 hour practicum focuses on the nursing administrator's role in providing quality nursing care in an environment of reduced resources. Practicum faculty and students will develop individual plans to increase knowledge and skills through a variety of experiences focusing on:

1. Critically reading and analyzing financial reports.
2. Cost behavior.
3. Profit analysis.
4. Cost allocation.
5. Pricing and servicing decisions.
6. Managerial accounting.
7. Planning and budgeting.
8. Time value analysis.
9. Financial risk.

NSG 617: Administration Practicum II (1 hour)

This 45 hour practicum focuses on the nursing administrator's role in assessing and leading cultural change within a health care organization. Practicum faculty and students will develop individual plans to increase knowledge and skills through a variety of experiences focusing on:

1. Healthy culture.
2. Assessment of culture.
3. Managing people in an evolving organization.
4. Managing social and organizational processes.
5. Ethical decision making.

FUNCTIONAL AREA CONTENT: NURSE EDUCATOR COURSES

NSG 603: Theoretical Foundations of Teaching and Learning (3 hours)

This course provides a historical as well as a future-oriented perspective on teaching and learning in nursing education. The influence of professional, health, societal, and educational trends on nursing education is examined. Various teaching philosophies, instructional theories, and learning theories as well as the roles of the nurse educator and nursing student are explored. Pre-requisites: NSG 501 and 503 or permission of the instructor.

NSG 605: Theoretical Foundations of Curriculum and Course Design (3 hours)

This course provides a beginning theoretical foundation in curriculum and course design. Best practices and various learning experiences/teaching strategies for the classroom, lab, Internet, and clinical settings will be examined along with exploring how to effectively use technology. The debate whether to add or delete content and assignments will also be examined. Students are expected to apply information and continue implementation of course outcomes from NSG 603: Theoretical Foundations of Teaching and Learning. Pre-requisites: NSG 501, 503, and 603 or permission of the instructor.

NSG 607: Assessment and Evaluation (3 hours)

This course explores the variety of assessment and evaluation techniques that can be used in nursing education. Issues such as identifying clinical competency, grade inflation, meeting accreditation standards, assessing clinical

reasoning, and evaluating safety will be examined. Students will learn to construct evaluative instruments such as tests, clinical evaluation tools, and rubrics. Issues and ethical decision-making with student behavior, performance, plagiarism, cheating, ADA, and FERPA will be discussed. Pre-requisites: NSG. 603 and 605, or permission of the instructor.

NSG 616: Teaching Practicum (2 hours)

This practicum gives students the opportunity to integrate clinical knowledge with the role, responsibilities, and activities of the nurse educator, be it in academia, staff development, or patient education. For students wishing to teach in a specialty area, they are expected to log 120 hours of practice time in that area. Concurrent or course pre-requisites: NSG 603, 605, and 607.

ADMISSION REQUIREMENTS, POLICIES, AND PROCEDURES

ADMISSION REQUIREMENTS

POLICY

Scholastic Requirements

Acceptance into the MSN program is contingent on meeting the following scholastic requirements:

1. Bachelor of Science Degree in Nursing (BSN) from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN).
2. Minimum Grade Point Average (GPA) of 3.0 on a 4.0 scale for the last 60 semester credit hours of undergraduate course work.

If the program was not accredited or the student's GPA is 2.70 to 2.99, the student will be accepted on a conditional basis for one semester and must earn a 3.00 GPA at the end of that semester to be fully admitted to the program.

General Requirements

All students applying to the MSN Program must also complete the following admission requirements:

- Evidence of satisfactory completion of introductory courses in statistics, nursing research, and health assessment, or their equivalent, with a grade of "C" or better at the baccalaureate level.
- Official transcripts of all prior collegiate academic work.
- Clinical experience in professional nursing practice.
- Two letters of reference from persons qualified to assess the applicant's potential to succeed as a graduate student.
- 2-3 page essay outlining the applicant's professional and educational goals.

Licensure

Students in the MSN program practice professional nursing during their practicums and therefore must have a current, unencumbered, registered nurse license from a state or territory of the United States and liability insurance. All students must submit proof of licensure and insurance when applying for the program and whenever their license and/or insurance are renewed.

The names and origin of license of all “out-of-state” professional nurses are filed with the Illinois Division of Financial and Professional Regulation at the beginning of each semester, allowing these students to practice nursing within the state of Illinois during their practicums. According to the Illinois Nurse Practice Act, students who have a license from another state or territory can practice in the state as a graduate student when under the supervision of faculty. Students who wish to work in the State of Illinois while enrolled in the program must apply to the Illinois Department of Financial and Professional Regulation, Division of Professional Regulation, for an Illinois registered professional nurse license.

English as a Second Language

Acceptance into the program for any student who speaks English as a second language is contingent on meeting the following admission requirement or other acceptable proof of English proficiency.

Test of English as a Foreign Language (TOEFL) scores:

An applicant to the MSN Program must take the TOEFL English proficiency examination when any of the following applies:

- Applicant is a non-citizen or permanent resident of the U. S.
- Applicant is not from an English-speaking country.
- English is not the native language of the applicant.
- Applicant is not fluent in reading or speaking English.

The applicant must score above the following TOEFL scores to be admitted to the nursing program:

- 500 on the paper and pencil test.
- 173 on the computer-based test.
- 80 on the computer-based Internet test.
- 20 or above on all subsections (speaking, writing, listening, reading) of the computer-based Internet test.

Students for whom English is a second language may be referred to an English as a Second Language (ESL) program of study as a condition for enrollment into the program.

ADMISSIONS PROCEDURE

PROCEDURE

Step 1: Obtain the application form or apply online at www.brcn.edu.

- Application forms can be obtained from:
Admissions Office
Blessing-Rieman College of Nursing and Health Sciences
Broadway @ 11th Street, Box 7005
Quincy, IL 62305-7005
(217) 228-5520, Ext. 6961 or 6964
1-800-877-9140

Step 2: Complete and return the application form.

Step 3: Submit transcripts.

- Request that an official transcript from each college/university previously attended be sent to the College’s Admissions Office.

- Provide any syllabi and/or course descriptions that are requested by the College.

Step 4:

For pre-licensure students, only: sign verification form.

For licensed students: Submit current RN license.

Sign the verification form mandated by the Missouri Nurse Practice Act. Forms are obtained from the College's Admissions Office.

PROGRESSION AND GRADUATION POLICIES

PROGRESSION REQUIREMENTS

POLICY

Students in the MSN program are expected to maintain a 3.0 Grade Point Average (GPA) and earn a minimum of a "B" for each course in order to progress. Failure to meet these progression requirements will subject the student to academic probation and/or dismissal.

Students can earn only one "C" for a graduate level nursing course. However, they must maintain the 3.0 GPA to continue to progress and not be placed on academic probation.

A student can earn only one "D" for a graduate level nursing course and remain in the program as long as the 3.0 GPA is maintained. However, the student will be placed on academic probation.

GRADUATION REQUIREMENTS

POLICY

Graduation requirements for the MSN are:

- Completion of all graduate core courses, whole person nursing care core courses, research/project core courses, and functional area courses.
- 42-44 credit hours at the graduate level.
- A cumulative grade point average of 3.0 or above.
- Completion of the thesis or project.

APPLICATION FOR THE MSN DEGREE

POLICY

All candidates for the MSN degree must complete a formal application for the degree at least three months prior to the date the degree is to be awarded. This application must be signed by the student's advisor. The form is obtained from the College's Registrar's Office.

PARTICIPATING IN THE GRADUATION CEREMONY

POLICY

Students must meet all graduation requirements by the date of graduation to participate in the May graduation ceremony.

MSN PROGRAM ACADEMIC POLICIES AND PROCEDURES

Students of the MSN Program are expected to follow the policies and procedures of the College as described in the *Program Catalog and Student Handbook* as well as follow the policies and procedures unique to the MSN Program that are described in this section of the catalog/ handbook.

ACADEMIC STANDING

POLICY

Students in the MSN program are required to maintain a cumulative GPA of 3.0 on a 4.0 scale. Students who fail to meet this standard will be subject to an academic review by the MSN Program Committee and can be dismissed from the program by the Committee depending on the severity of the academic deficiency. All students must have a cumulative GPA of 3.0 or better to graduate from the MSN program.

A student who is dismissed from the program for academic reasons may appeal the dismissal within 30 calendar days from the date on the dismissal letter. While the appeal is pending, the student cannot register for or attend classes. The MSN Program Committee is responsible for deciding the merits of an appeal. The appeal must be in writing and addressed to the Director of the MSN Program. The appeal must provide in detail the following information:

- Description of the unusual or non-recurring events that lead to the student's poor academic performance.
- Actions that have been taken or will be taken by the student to ensure there will be no recurrence of these events.
- Actions that have been taken or will be taken by the student to ensure his/her cumulative GPA will quickly reach a minimum of 3.0.
- Any additional evidence or information that may be helpful in reaching a decision.

ACADEMIC PROBATION

POLICY

A student will be placed on academic probation when his/her cumulative Grade Point Average (GPA) is below 3.0 at the end of a semester. Probationary status will be removed at the end of the following semester if the cumulative GPA is 3.0 or higher. A student on academic probation who fails to raise the cumulative GPA to 3.0 may be allowed a second and final probationary semester depending on the GPA, extenuating circumstances, and proposed plan for success. A student will be dismissed upon failure to raise the cumulative GPA to 3.0 by the end of the second probationary semester.

A student will be placed on academic probation when he/she earn a "D" for a graduate level nursing course whether the cumulative GPA meets or is below the minimum required GPA of 3.00 for progression.

Probationary status will be removed when the progression requirement of earning a minimum course grade of “B” is earned for the course. He/she may repeat the course one time to earn the “B.”

All issues regarding a student’s academic progress will be decided by the MSN Program Committee.

ACADEMIC WARNING

POLICY

The written academic warning is a notice to the student of behavior(s), which, if continued, would lead to a poor academic outcome and potential failure. An academic warning is initiated by the course or practicum instructor at any time the student is not meeting the stated objectives of the course. An academic warning identifies behavior that requires improvement by the student. With assistance from the course or practicum instructor, the student is responsible for implementing a course of action that will successfully meet course objectives.

PROCEDURE

1. The instructor determines that the student is not meeting the course or clinical objectives.
2. The instructor completes the Graduate Academic Warning form and documents the specific behaviors that do not meet the objectives.
3. The instructor emails the Graduate Academic Warning to the student, Registrar, and Director of the MSN Program.
4. The Director of the MSN Program contacts the student to determine what assistance is needed to help the student implement a corrective action plan.

APA FORMAT

POLICY

The writing format for all coursework is APA. MSN students are expected to purchase the APA manual and follow all sections of the manual.

CONTINUOUS ENROLLMENT

POLICY

All MSN students are expected to remain continuously enrolled once they begin the program and register every semester for the appropriate course(s) in accordance with the degree plan. Students are allowed one semester of leave of absence that can be extended in light of extenuating circumstances.

Students who do not register or apply for a leave of absence will be administratively withdrawn from the program. Students who were administratively withdrawn and wish to return to the program must reapply and must also meet the admission requirements in effect at the time of reapplication. Students who are readmitted after withdrawing must fulfill the program requirements in effect at time of their readmission.

Students who need more time to complete their thesis or scholarly project register for NSG 694 for each semester that they need an extension.

DISMISSAL

POLICY

The College reserves the right to dismiss students from the MSN program regardless of the cumulative Grade Point Average (GPA) for:

- Not meeting progression requirements:
 - Failing to raise the cumulative GPA to 3.0 after a second and final probationary semester.
 - Earning a second “C” grade for a graduate level nursing course.
 - Earning a second “D” grade for a graduate level nursing course.
- Preceptor or agency refusal to continue working with the student due to clinical safety issues.
- Unfit for duty whereby impaired judgment will interfere with safety and quality during a practicum or research setting.
- Positive drug test for non-prescribed or illegal drugs; or refusal of drug testing. (Applies when a condition for using an agency includes following its alcohol/drug/fit for duty policy.)
- Abuse or inappropriate behavior, including but not limited to intimidation, threats or acts of violence to patient, staff, faculty, or student.
- Patient/research subject neglect.
- Breach of patient/research subject confidentiality.
- Dishonesty with patient/research data or with own actions.
- Other unsafe practicum/research practice (as deemed by faculty or preceptor).
- Failure to comply with the policies of the program.
- Failure to maintain an unencumbered license.

ENROLLING AS A NON-DEGREE STUDENT/AUDITING COURSES

POLICY

The College welcomes non-degree seeking students who wish to take MSN nursing courses for personal or professional enrichment. Non-degree seeking students may enroll in up to two MSN courses if space is available and they meet course prerequisites and obtain the consent of the instructor. Non-degree seeking students are not students enrolled in the College’s MSN program. A non-degree-seeking student may request degree-seeking status by following the regular MSN admission process. An individual seeking non-degree status must complete an information sheet available through the College’s Registrar’s Office.

A student auditing a MSN course, though enrolled in it, is a non-participating listener. Students auditing courses are not required to take examinations, make reports, or submit projects. When auditing a course, students do not receive credit or a grade. Courses may be audited on a space available basis and with the instructor’s permission. MSN practicums cannot be audited. A student must register for the course as an audit. Audit courses carry the same per credit hour fees as courses for credit. When completed, the audited course appears on the transcript.

INCOMPLETE GRADE

POLICY

A grade of Incomplete (I) for a course is given for extreme/extenuating circumstances at the discretion of the course instructor. Making arrangements for an incomplete grade are the responsibility of the student and

must be made with the instructor prior to the end of the semester. The “I” indicates that the student’s achievement in the course has been satisfactory but certain prescribed work is incomplete.

An incomplete grade for any master’s nursing course must be removed before the student enrolls in any master’s nursing course for the following semester.

No MSN student will receive a passing grade in a nursing course without completing the course requirements. Prerequisite course requirements cannot be met with an incomplete grade.

No MSN student may receive more than two incomplete grades during their program of study without approval by the MSN Program Committee.

LEARNING RESOURCE CENTER (LCR)

POLICY

Master’s students may use the LRC for help with writing and APA formatting. Academic support with course content is obtained from the course instructor or assigned faculty advisor. Support with the thesis or project is obtained from the student’s committee chair or committee members.

PETITION FOR EXCEPTION TO POLICY

POLICY

A student may petition for an exception to policy if extenuating circumstances exist. Exception to policy forms are available from the College’s Registrar’s Office and submitted to the MSN Program Committee for a decision.

Appeal of formal decisions regarding grades, probation, denied exceptions to policy, suspension, and dismissal are not subject to policy exceptions.

PRACTICUMS

POLICY

Practicums are a strong component of the MSN program, providing practical experience with Whole Person Nursing and nursing administration or nursing education. Through the application of new knowledge, functions, and activities, students internalize the values and characteristics of the master’s-prepared nurse. Therefore, practicums must be supervised by persons who are considered “experts” in the area being studied and monitored by the MSN Program faculty.

Whole Person Nursing Practicum

All graduate students complete the Whole Person Nursing Practicum at the 500 level to integrate and practice concepts from the curriculums two Whole Person Nursing courses. The emphasis of this practicum is health promotion and disease prevention, providing students with the opportunity to expand their knowledge in this area given that most students are experienced acute care nurses. The practicum is not designed as a hands-on clinical to practice nursing but is designed for students to work in teams or as an individual to hone their leadership and teamwork skills as they design, network within the community, and carry out a health promotion or disease prevention program for a community, group, or population.

Nurse Administrator

Students in the nurse administrator track complete two practicums. The first practicum focuses on providing quality nursing care in an environment of reduced resources whereby students design and carry out a plan to gain experience with financial reports, cost behavior, profit analysis, cost allocation, pricing and servicing decisions, managerial accounting, planning and budgeting, time value analysis, and financial risk. The second practicum focuses on assessing and leading cultural change within a health care organization. As with the first practicum, students design and carry out a plan to gain experience with promoting a healthy culture, assessing an organizational culture, managing people in an evolving organization, managing social and organizational processes, and ethical decision making. Both practicums are not designed as a hands-on clinical to practice nursing administration with a preceptor. The purpose of these practicums is to provide a variety of experiential learning that facilitate development with the nurse administrator role.

Nurse Educator Practicums

Students in the nurse educator track complete one practicum. The purpose of this practicum is to provide an opportunity to integrate clinical knowledge with the role, responsibilities, and activities of the nurse educator, whether the role is in academia, patient education, or staff development. Practicums are student-designed with instructor guidance to hone specific competencies with the nurse educator role. For students who have no experience with the nurse educator role, their practicums are more teacher-driven and they are assigned to preceptors to learn and demonstrate competencies with the nurse educator role.

Requirements for Practicums

Students must show evidence of liability insurance before their first practicum. Students must also show evidence of completing a criminal background check within 30 days before the first practicum.

Students are expected to obtain permission to use an agency, facility, or other setting for their practicums. Students are also expected to meet the organization's requirements for:

- CPR certification.
- Immunizations: Hepatitis, MMR, tetanus, and diphtheria.
- TB skin test.
- Drug screening.

Evidence of permission to use an organization and meeting the above requirements must be submitted to the Director of the MSN Program before the first day of the practicum. After confirming that requirements have been met, the Director will forward the evidence to the Student Services Officer for recordkeeping. Evidence of permission to use an organization will be kept with the Director of the Program.

Students who have permission from their employer to do a practicum need not submit evidence of CPR, immunizations, TB skin test, and drug screening because the assumption is that they are meeting these requirements as a condition of employment. However, they must submit proof of obtaining permission to use the organization.

Dress Code for Practicums

MSN students are expected to follow the dress code of the agencies in which they complete their practicums.

READMISSION TO THE PROGRAM

POLICY

A student may apply for readmission to the MSN Program at any time. The student must meet current admission and progression requirements. The application form for readmission is obtained from the Admissions Office. When it has been completed and returned, the Admissions Office initiates admission procedures that include action by the MSN Committee.

APPLYING FOR REDEMPTION OF EXPERIENTIAL LEARNING (EXP) REWARDS

POLICY

The College budgets money, called EXP dollars, to help students take advantage of experiential learning offered as part of the curriculum. Graduate students in the MSN program may apply for EXP dollars while enrolled in project/thesis courses during the 2nd year of the program.

Each master's student has \$500 available in EXP dollars that may be used to support scholarly endeavors associated with their project or thesis, including presentations or workshops that support their educational objectives.

PROCEDURE

Students submit to the MSN Program Committee a proposal describing how they will use their EXP dollars.

1. The proposal is submitted during the first month of the semester.
2. The MSN Program Committee approves the proposal and submits it to the EXP Committee for final approval.
3. Once approval has been given, students complete the following steps to redeem their EXP dollars:
 - Complete the rewards application form and obtain appropriate signatures.
 - Submit the completed form to the College's Registrar's Office.
4. The Student Services Officer:
 - Requests the money from Fiscal Services.
 - Contacts the student when the money arrives.

Students are expected to sign for and pick up their EXP dollars from the Student Services Office.

NON-ACADEMIC GRIEVANCE PROCEDURE

POLICY

Students may grieve treatment that they feel is discriminatory.

PROCEDURE

1. When the student believes he/she has been treated unfairly, he/she is to do the following within two weeks of the incident:
 - Meet with the other party to clarify the problem, and reach a resolution.
 - If unsuccessful, contact the Chair of the MSN Program Committee within one week of the meeting with the other party.

2. The Chair of the MSN Program Committee will schedule a meeting within two weeks to mediate a resolution between the student and the other party.
3. The student may request a hearing when mediation does not lead to resolution. This request for a hearing is a written statement submitted to the Chair of the MSN Committee within two weeks of mediation, and describes:
 - The pertinent facts of the condition giving rise to the grievance.
 - The name of the other party, and the action requested to resolve the situation.
 - This written request must be received by the Chair of the MSN Program Committee within two weeks of the meeting to mediate.
4. If the student is still not satisfied, he/she may (within 10 working days of receipt of report) request a hearing as outlined under "Hearing Procedures." Hearing requests must be in writing, and provide pertinent facts and names of individuals leading to the request.

HEARING PROCEDURE

POLICY

The College adheres to the hearing procedures outlined below for all non-academic grievances and academic grade grievances when the student is not satisfied with the findings of the Student Services Officers investigation. Policies/procedures pertaining to non-academic and academic grade grievances can be found in this section of the catalog/handbook.

PROCEDURE

1. The Student Services Officer does the following within two weeks after receiving the written request for a hearing:
 - Notifies the MSN Program Committee Chair that the grievance has been filed.
 - Appoints an Appeals Committee to consist of two MSN Program faculty and two graduate students who are not involved in the situation.
 - Notifies the other party (respondent) that a grievance citing him/her has been filed.
 - Sends a copy of the student's statement to the respondent.
 - Notifies the student and/or respondent in writing to ask if either intends to have an advisor.
 - Notifies all involved persons in writing of the date, time, and place of the hearing and of the order for the presentation of statements and questions by the participants.
2. Within one week of receipt of the above, the student and respondent:
 - May challenge the composition of the committee.
 - Will notify the Student Services Officer in writing of his/her intent to be accompanied by an advisor. This statement is to include the name, occupation, and relationship of the advisor to the party. The advisor will not be a lawyer as this is an internal process, not a civil proceeding.
3. The advisor is to:
 - Counsel the student or respondent prior to the hearing.
 - Confer with the advisee during the hearing.
 - Address the committee only when requested to do so by the committee.
4. The Appeals Committee will do the following prior to the hearing:
 - Read the student's statement describing the grievance.
 - Meet to rule when a member of the committee is challenged, and if necessary, a replacement will be appointed. (The member in question is not present at this meeting.)
5. The Student Services Officer will conduct the hearing in the following manner.

- Remind everyone present that all information is confidential and to disable all video and audio recording devices.
 - Limit the number of persons present to committee members, the student, the respondent, and their advisors.
 - Call witnesses as needed.
 - Approve when advisors may address the committee.
 - Direct the discussion and questions to topics germane to the issue.
 - Excuse everyone from the room so that the committee may deliberate.
 - Ask the student, respondent, advisors, and witnesses to remain available for the committee during the deliberations.
 - Dismiss everyone when the committee decision has been reached.
6. The Appeals Committee will do the following during the hearing:
 - Listen to statements.
 - Ask questions to clarify/validate the situation.
 - Deliberate after all information has been exchanged.
 - Recall the student, respondent, and/or witnesses to clarify/validate issues for a decision.
 - Reach a majority decision using the following criteria to make a judgment based on:
 - Was the student treated fairly?
 - Were actions taken by the involved parties in accordance with established College policy?
 - Can an equitable solution be achieved?
 7. The Appeals Committee will submit a final report describing conclusions and recommendations. This report is submitted to the Student Services Officer after the completion of the hearing.
 8. Obtain the final report of the committee, and forward it to the student and respondent. A copy is also sent to the Chair of the MSN Program Committee.
 9. The student and/or respondent may appeal the committee decision. The request for an appeal is a written statement submitted to the President/CEO of the College within one week of the finding of the committee.
 10. If appropriate, the President/CEO will:
 - Review the hearing proceedings to determine that proper procedures were followed, and due process was accorded the student.
 - Rule that the appeal process is finished after determining due process as accorded, and procedures were appropriately followed during the hearing.
 - Rule that another hearing is to be initiated after determining a lack of due process or inappropriate use of procedures occurred during the hearing.
 11. The decision of the President/CEO will be given to the student within two weeks of receipt of appeal, and the decision of the President/CEO is final.

NOTICE: If the student fails to meet the above stated timeline(s), the student forfeits his/her right to appeal.

THESIS AND PROJECT

POLICY

The College's Master of Science in Nursing Degree Plan of Study includes a thesis or project. The initial part of the MSN Program involves completion of qualitative and quantitative research courses (including statistics), and a nursing theory course. These courses are designed to provide the student with the knowledge and skills to complete a thesis or project and to begin his or her scholarly contributions to the nursing profession. The thesis or project is a faculty-guided scholarly experience that provides evidence of critical thinking, ability to integrate and synthesize information, and application of the research process.

MASTER'S THESIS

POLICY

The master's thesis is an independent research project where the student designs a study and carries out the research process. This study requires independent research aimed at generation of knowledge or discovery of elements and/or relationships based on a theoretical framework. The thesis may be quantitative, qualitative, or historical in nature. The completed thesis is written in a format defined by the College which includes the use of APA.

PROCEDURE

Process for Selection of Committee Members

The student needs to select committee members and form a thesis committee prior to enrollment in NSG 692: Nursing Research Thesis I. To form a thesis committee, the following process is used:

1. The committee consists of three members who have earned doctorate degrees. However, an individual who has expertise relative to the thesis content area and whose highest degree is a master's may serve on the committee. Only one committee member whose highest degree is the master's is allowed.
2. The Chair must be a member of the College's Nursing Faculty who is a nurse and has an earned doctorate.
3. One committee member may be a visiting scholar, someone from outside the College. This individual serves on the committee with approval from the MSN Program Committee.
4. Emeritus faculty may serve on the committee but they cannot be selected as the chair. However, they can continue to chair a thesis committee when selected as the chair prior to retirement.
5. The Committee Approval Form must be signed by all members of the committee and then forward to the Chair of the MSN Program Committee.
6. The MSN Program Committee reviews, makes recommendations, and approves the committee. Once the committee is approved, the Committee Approval Form is filed with the Registrar's Office. Any changes with membership of the thesis committee must be approved by the MSN Program Committee.

Steps for Completing the Thesis

The following steps are initiated when completing the thesis:

1. The student's thesis proposal must be approved by the thesis committee prior to seeking Institutional Review Board (IRB) approval. IRB approval is necessary before beginning the research study.
2. Student researchers must obtain approval from agencies, facilities, organizations and other sites that are involved in the research. Research involving patients, employees, and/or records of the Blessing Health Systems must be approved by the Blessing Hospital Research Review Committee (RRC). Timelines to secure approvals must be considered when planning the research study. The Blessing Hospital Research Review committee meets quarterly.
3. Guiding the student through the approval process is the thesis committee chair with help from committee members.
4. Guidance with format, preparation, and writing of the thesis is obtained from the committee chair and members.
5. Students must enroll in NSG. 692: Nursing Research Thesis I and then NSG 693: Nursing Research Thesis II to earn credit for the thesis.
6. Students who have not completed their thesis at the end of NSG 693 must continuously enroll in NSG 694: Nursing Research Thesis/Project Continuous Enrollment until the thesis is finished.
7. The completed thesis must be approved by the committee.

8. Near the completion of the thesis with guidance from the committee chair, the student makes arrangements to present his/her thesis.

PROJECT

POLICY

The project is a scholarly process to address a theoretical or practice problem or topic relevant to nursing. The student must complete a scholarly paper that is submitted for publication. The student must select a peer-reviewed journal and follow its publication guidelines to compose the article. Proof of article submission must be provided. Actual publication is not a requirement for the awarding of the degree.

PROCEDURE

Process for Selection of Committee Members

The student needs to select committee members and form a project committee prior to enrollment in NSG 690: Nursing Research Project I. To form a project committee, the following process is used:

1. The committee consists of three members who have earned doctorate degrees. However, an individual who has expertise relative to the project's content area and whose highest degree is a master's may serve on the committee. Only one committee member whose highest degree is the master's is allowed.
2. One committee member must represent the student's specialization area, education or administration.
3. One committee member may be a visiting scholar, someone from outside the College. This individual serves on the committee with approval from the MSN Program Committee.
4. Emeritus faculty may serve on the committee but they cannot be selected as the chair. However, they can continue to chair a project committee when selected as the chair prior to retirement.
5. The Chair must be a member of the College's Nursing Faculty who is approved to chair thesis committees.
6. The Committee Approval Form must be signed by all members of the committee and then forward to the Chair of the MSN Program Committee.
7. The MSN Program Committee reviews, makes recommendations, and approves the committee. Once the committee is approved, the Committee Approval Form is filed with the Registrar's Office. Any changes with membership of the project committee must be approved by the MSN Program Committee.

Steps for Completing the Project

The following steps are initiated when completing the project:

1. The student's project must be approved by the project committee prior to seeking Institutional Review Board (IRB) approval. IRB approval is necessary before beginning the project.
2. Students must obtain approval from agencies, facilities, organizations and other sites that are involved in the project. Projects involving patients, employees, and/or records of the Blessing Health Systems must be approved by the Blessing Hospital Research Review Committee (RRC). Timelines to secure approvals must be considered when planning the project. The Blessing Hospital Research Review committee meets quarterly.
3. Guiding the student through the approval process is the project committee chair with help from committee members.
4. Guidance with format, preparation, and writing of the project is obtained from the committee chair and members.
5. Students must enroll in NSG 690: Nursing Research Project and then NSG 691: Nursing Research Project II to earn credit for the project.

6. Students who have not completed their project at the end of Nsg. 691 must continuously enroll in NSG 694: Nursing Research Thesis/Project Continuous Enrollment until the project is finished.
7. The completed project must be approved by the committee.

RESPONSIBILITIES OF COMMITTEE MEMBERS

POLICY

Selection of the chair is based on a mutual area of interest and the availability of faculty. The process is initiated by the student. The chair must be a member of the graduate faculty. The chair is responsible for helping the student formalize a researchable question, gain approvals, revise drafts, and finalize the end product.

Committee members have diverse responsibilities and roles. These roles may include assisting the student with methodological issues, content expertise, critiquing drafts, approving the thesis/project, and participating in the presentation/defense of the thesis.

The committee chair assembles the committee members and leads the discussion on the roles of each member. As a result of this meeting, students are given guidelines about the role of each committee member. A timeline is developed with the student and the committee so the thesis/project is completed in a timely manner. Clear expectations of communication are established.

REQUEST TO CHANGE THESIS OR PROJECT

POLICY

A student may choose to do either a Thesis or Project and at a later date decide to change from one to the other. The MSN Program Committee supports the student's choice. It is the student's responsibility to again find a chair (the same faculty may continue at chair but has the option to decline) and a committee and obtain approval from the MSN Program Committee.

PROCEDURE

The student needs to complete the required approval for a committee appropriate to the change in Thesis or Project that is being elected. Since the student will be starting over it will be necessary to enroll in the initial thesis or project course (NSG 692 or 690) even if it is mid-semester and the student has already paid fees for that semester.

CONTINUOUS ENROLLMENT TO COMPLETE THE THESIS OR PROJECT

Students who are unable to complete the thesis or project within the allotted 2 semesters will be required to enroll in Nursing 694 for a minimum of one (1) hour for each semester that is needed to complete the thesis/project. Summer enrollment is not mandatory for the summer. The student has six years to complete the degree.

PROTECTION AND RIGHTS OF HUMAN SUBJECTS AND PARTICIPANTS IN RESEARCH

The College recognizes its institutional responsibility to respect and protect the rights of individuals involved in research as human participants or subjects. Therefore, MSN students follow the policies and procedures of the College's Institutional Review Board (IRB) when completing the research for their theses or projects

ASSOCIATE DEGREE PROGRAM IN RESPIRATORY CARE

RESPIRATORY CARE MISSION STATEMENT

The mission of the College's Respiratory Care Program is to offer the highest quality of education in a learning environment that fosters critical thinking, encourages professional leadership, and instills a strong appreciation of ethical values and human diversity. The program emphasizes critical care, acute care, neonatal/pediatrics, cardiac care, home care, polysomnography, and pulmonary diagnostics. Following the standards established by the Commission on Accreditation for Respiratory Care (CoARC), the curriculum provides students with the opportunity to develop the knowledge, skills, and attitudes necessary to be outstanding patient care providers as respiratory therapists.

RESPIRATORY CARE PROGRAM GOAL

The purpose of this program is to prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs) in an environment created to improve the health of our community.

CURRICULUM FRAMEWORK

The curriculum framework is *Whole Person*. This framework provides a foundation for understanding the practice of respiratory care, focusing on the person as a whole be that person an individual, family or community. The central concern is human beings who require respiratory care to promote, maintain and restore health or to provide comfort for the dying. Each concept within the framework is introduced during the respiratory care program.

PHILOSOPHY

We believe that a person is an integrated physiological, psychological, sociocultural, and spiritual being who interacts with the internal and external environment on a developmental continuum. Each person is unique, has inherent worth and potential for learning, personal growth, and wellness.

We believe health is a dynamic state of existence influenced by heredity, life style, and environment. Persons, families, and communities differ in the manner in which they perceive and value health and have the right to determine and participate in those activities that affect their health.

We believe respiratory care is the art and science of diagnosing and treating human responses to health experiences with the goals of protecting, promoting, and/or optimizing health. This includes the prevention of illness and injury, the alleviation of suffering, comfort for the dying, and advocacy in the care of individuals, families, and communities. Outcomes are achieved through an environment of interdisciplinary collaboration and

partnership with the whole person across both the health and developmental continuums. The goals of respiratory care are advanced when the environment is recognized as a major influence on health and health outcomes.

We believe teaching is a planned, creative, collaborative process in which the teacher and learner co-create an environment that facilitates learning and enhances scholarship. Learning is the acquisition of knowledge, skills, and values that involves learner participation and self-direction. Learning is a lifelong process.

We believe respiratory care education is facilitated when the environment supports caring and collaborative relationships. Respiratory care education requires courses in liberal arts, the natural, biological and behavioral sciences, and respiratory care. Respiratory care and non-respiratory care courses are integrated in various ways throughout the program to provide an educational experience that enhances the professional and personal development of the learner. We believe that professional and personal development is exemplified by a commitment to professional and community service. This educational program is designed to stimulate learners to develop critical thinking and communication skills that support a broad view of the world, and an appreciation for human diversity while fostering clarification of values in a Judeo-Christian environment. We believe that respiratory care education in a college setting prepares the beginning professional respiratory care practitioner to practice in a dynamic environment that is affected by evolving health care systems, technology and information, health policy and economics, and the global community.

CURRICULUM OBJECTIVES/OUTCOMES/COMPETENCIES

<u>Curriculum Objectives</u>	<u>Outcome/Competency Statements</u>
1. Provide professional respiratory care for the whole person that is caring, goal-directed, therapeutic, and patient centered.	<p>Graduates are competent to practice respiratory care that:</p> <ul style="list-style-type: none"> • Reflects a whole person perspective. • Demonstrates caring. • Demonstrates an appreciation for human diversity. • Is goal-directed. • Is therapeutic.
2. Integrate theoretical and empirical knowledge from respiratory care, the sciences, and humanities into professional respiratory care practice.	<p>Graduates are competent to base professional practice on:</p> <ul style="list-style-type: none"> • Respiratory care science. • The sciences and humanities.
3. Use critical thinking, reflection, and problem-solving skills to manage respiratory health care for individuals, families, and communities within the constructs of quality improvement.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • Make decisions that reflect critical thinking. • Use the case management process to design care that meets the unique health care needs of the whole person. • Manages health information and health care technologies to provide care for individuals, families, and communities.
4. Evaluate evidence-based practice where available and consensus-based practice where not available.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • Use research findings to solve clinical problems. • Participate in research activities. • Use information technology to do literature searches.

<u>Curriculum Objectives</u>	<u>Outcome/Competency Statements</u>
5. Incorporate professional values and standards into the legal, moral, and ethical aspects of respiratory care.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • Practice respiratory care based on professional values and standards. • Approach legal, ethical, and/or moral issues/dilemmas based on professional values and standards. • Assume a leadership role in professional and community service activities. • Use the political process to shape health care policy.
6. Accept responsibility and accountability for evaluation of the effectiveness of their own respiratory care practice.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • Conduct their own practice in a responsible and accountable manner. • Use self-evaluation to guide own practice.
7. Collaborate with others on the interdisciplinary managed-care team to meet emerging health care needs of individuals, families, and communities in a changing environment.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • Serve as a member and leader within interdisciplinary health care teams. • Demonstrate an awareness of the impact of social, political, and economic issues on practice. • Demonstrate an awareness of how the global environment impacts health, health care delivery systems, and health policy.
8. Use leadership skills in a variety of roles to promote quality health care.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • Design, manage, and coordinate care. • Promote quality health care using leadership skills. • Modify care using evaluative data.
9. Use communication skills to facilitate the respiratory care-patient relationship and interdisciplinary collaboration in a variety of settings.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • Use communication skills to facilitate the respiratory care/patient relationship in a variety of settings. • Use communication skills to establish and maintain working relationships within an interdisciplinary team. • Document interventions and outcomes in a thorough and accurate manner. • Provide information/education using a variety of media.

TECHNICAL STANDARDS FOR RESPIRATORY CARE

Physical Demands: Students possess bilateral hand and arm dexterity necessary to perform such procedures as chest physical therapy (CPT), cardiopulmonary resuscitation (CPR), suctioning, and moving equipment.

ELIGIBILITY TO TAKE THE CREDENTIALING EXAMINATION

Completion of degree requirements for the Associate of Science in Respiratory Care does not guarantee eligibility to become a Registered Respiratory Care Practitioner. In addition to completing the program, there are other requirements that may be mandated by the state. The National Board for Respiratory Care (NBRC) is the credentialing agency that evaluates professional competency through the use of national board exams. Graduates can apply on-line to take the NBRC board exams at www.nbrc.org or call (913) 599-4200 for more information. The first exam taken by graduates is the Therapist Multiple Choice exam (TMC), which has two pass points. Achieving the lower pass point entitles the candidate to receive the Certified Respiratory Therapist (CRT) credential.

Achievement of the higher pass point entitles the candidate to sit for the Clinical Simulation Exam. Passing the clinical simulation exam entitles the candidate to the credential of Registered Respiratory Therapist (RRT). Awarded credentials are valid in all 50 states. Credentials are valid for five years, and must be renewed. The NBRC website details the requirements of the Continuing Competency Program.

All states except Alaska require a license to practice respiratory care. Each state sets its own rules and regulations to apply for a state license to practice. Contact the state licensing agency to obtain all necessary information. The NBRC website provides direct links to each state licensure board. When graduates pass the NBRC credentialing exam, they are NOT automatically granted a state license to practice. Graduates must apply to the state in which they are requesting licensure and complete that state's requirements. In addition to completing paperwork, most states require successful completion of the CRT exam, a criminal background check, and payment of the licensure fee. The associated fees are not included in the program costs.

STATUARY REQUIREMENTS FOR THE STATES OF ILLINOIS AND MISSOURI

Illinois Department of Financial & Professional Regulation

[Implementing the Respiratory Care Practice Act [225 ILCS 106] and authorized by Section 2105-15(7) of the Civil Administrative Code of Illinois [20 ILCS 2105/2105-15(7)]

The Department shall authorize examinations of applicants as respiratory care practitioners at the times and places as it may determine. The examination shall test the competence and qualifications of the applicant to practice respiratory care.

Missouri Revised Statutes – Chapter 334 – Section 334-800-334.930

1. No person in the state of Missouri, unless such person holds a current and valid license issued pursuant to sections 334.800 to 334.930, shall:

- (1) Provide the services of a respiratory care practitioner, unless such person is otherwise exempt pursuant to section 334.900; and
- (2) Represent himself or herself as, or hold himself or herself out, to the public by any title or description including the words, respiratory therapist, respiratory therapy technician, or inhalation therapist, or as having any similar description; and
- (3) Advertise as, or take any action that would imply or lead the public to believe that such person is, a legitimate provider of respiratory care.

2. Nothing in sections 334.800 to 334.930 shall be construed to authorize or permit a respiratory care practitioner to practice medicine.

ADVISORY COMMITTEE

The advisory committee is a group of persons who are chosen to advise the faculty regarding the College's respiratory care curriculum. Committee members provide advice and support to the program through regular attendance at annual meetings and participation in program issues throughout the year. The membership is comprised of representatives from respiratory care, area employers, community members, college administrators and faculty members who support the curriculum of the respiratory care program. There are no term limits for advisory committee members.

ARTICULATION TO THE BACCALAUREATE LEVEL

The curriculum of the respiratory care program was designed to facilitate articulation to the baccalaureate level. The curriculum's general education courses were selected to not only provide the science foundation for the respiratory care program but to also provide the general education for the Bachelor of Science (BS) degree in either respiratory care, another allied health field, or health management. The curriculum's respiratory care courses were designed to meet licensure requirements as well as meet content requirements for credits to transfer to a baccalaureate level respiratory care program. The goal is articulation whereby 60 to 64 credits acquired from the respiratory care program are transferred and applied to a BS respiratory care program, a common practice between CoARC accredited associate and baccalaureate degree programs.

DEGREE PLAN AND COURSE SCHEDULE

This section describes the required courses for the Associate of Science in Respiratory Care degree

DEGREE PLAN FOR THE RESPIRATORY CARE PROGRAM STUDENTS ENTERING MAY 2017

If a course requirement is waived or a transfer course for fewer hours than stated on the degree plan is accepted for credit for a required course, the difference in credit hours must be added to the total in Electives, so the total hours remain **75**.

PRE-REQUISITE SUPPORT COURSES (32 HRS)	Hrs.
Communication	
Fundamentals of Public Speaking	3
Composition (English)	3
Humanities/Fine Arts/Social Sciences	
Ethics	3
Choice of one from this distribution	3
Natural Science/Mathematics	
College Algebra or Statistics	3
Life Science	
Anatomy & Physiology I	4
Anatomy & Physiology II	4
Microbiology	3
Physical Science	
General, Organic, Inorganic Chemistry (No Lab)	3
Social Science	
Introduction to Psychology	3
RESPIRATORY CARE COURSES (43 HRS)	Hrs.
RCS 100: Respiratory Care Therapeutic Modalities	1
RCS 101: Fundamentals of Respiratory Care	4
RCS 110: Respiratory Assessment	4
RCS 111: Cardiopulmonary A & P	3
RCS 120: Clinical Practicum I	2
RCS 115: Cardiopulmonary Disease Management I	3

RCS 112: Cardiopulmonary Pharmacology	2
RCS 210: Mechanical Ventilation	4
RCS 200: Respiratory Care Seminar	1
RCS 220: Clinical Practicum II	4
RCS 215: Cardiopulmonary Disease Management II	3
RCS 240: Advanced Respiratory Care	3
RCS 211: Pediatrics/Neonatal Respiratory Care	4
RCS 212: NBRC Exam Prep	1
RCS 230: Clinical Practicum III	4

**SAMPLE CLASS SCHEDULE FOR THE RESPIRATORY CARE PROGRAM
STUDENTS ENTERING MAY 2017**

Summer 2017	Hrs.
RCS 100: Respiratory Care Therapeutic Modalities	1
RCS 101: Fundamentals of Respiratory Care	4
RCS 110: Respiratory Assessment	4
RCS 111: Cardiopulmonary A&P	3
RCS 120: Clinical Practicum I	2
Total	14

Fall 2017	Hrs.
RCS 115: Cardiopulmonary Disease Management I	3
RCS 112: Cardiopulmonary Pharmacology	2
RCS 210: Mechanical Ventilation	4
RCS 240: Advanced Respiratory Care	3
RCS 220: Clinical Practicum II	4
Total	16

Spring 2018	Hrs.
RCS 215: Cardiopulmonary Disease Management II	3
RCS 200: Respiratory Care Seminar	1
RCS 211: Pediatrics/Neonatal Respiratory Care	4
RCS 212: NBRC Exam Prep	1
RCS 230: Clinical Practicum III	4
Total	13

TOTAL RESPIRATORY CARE HOURS: **43 hours**
TOTAL HOURS NEEDED FOR DEGREE: **75 hours**

COURSE DESCRIPTIONS

RESPIRATORY CARE CORE COURSES

FIRST SEMESTER

RCS 100 Respiratory Care Therapeutic Modalities (1 hour)

This course allows the entry level respiratory care student an opportunity to practice procedures using state of the art equipment in the simulation center. Competencies related to recall, application and analysis using respiratory equipment are practiced and tested in the safety of the Center. The primary focus of this skills lab course is the practice and preparation for required Competency Evaluations completed in Clinical Practicums for RCS 101 and RCS 110. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology. Concurrent: Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A&P; Clinical Practicum I.

RCS 101 Fundamentals of Respiratory Care (4 hours)

This course introduces the student to the diverse nature of respiratory care. The Whole Person framework is introduced as an organizing framework for respiratory care practice. Students are guided in the use of therapeutic communication and development of basic respiratory therapy skills derived from theoretical principles and concepts. This course provides an introduction to regulations governing the practice of Respiratory Care, health care organizational structures, healthcare teams, patient safety, medical ethics, legal issues, codes of conduct, standards of care, cultural diversity, healthcare reimbursement, quality and evidence based practice, evaluation of medical literature, critical thinking, response to emergencies, physical principles of Respiratory Care, medical gas therapy, humidity and bland aerosol therapy, introduction to airway pharmacology, lung-expansion therapy, and airway clearance therapy. This is a companion course to RCS 100 Therapeutic Modalities where competencies will be practiced and evaluated in the simulation center setting prior to hands-on clinical practice with adult patients in a hospital setting. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology. Concurrent: Respiratory Care Therapeutic Modalities; Respiratory Assessment; Cardiopulmonary A & P; Clinical Practicum I.

RCS 110 Respiratory Assessment (4 hours)

This course focuses on the assessment component of respiratory care. The course integrates the elements/skills of health and physical assessment with the College's curriculum framework of the Whole Person. Assignments focus on acquiring assessment skills, exploring the biological-psychosocial-spiritual basis of assessment, developing a systematic method for completing respiratory care assessments across the lifespan, and examining the role of clinical reasoning as part of the assessment process. Emphasis is placed on skill acquisition. Subjects included in this course are; infection control, informatics, preparation for patient encounter, taking a medical history, performing a patient interview, cardiopulmonary symptoms, vital signs, physical examination of the chest, evaluation of breath sounds, neurological assessment, review and analysis of laboratory studies, interpretation of ABGs, interpretation of pulmonary function, chest radiography, interpretation of ECGs, non-invasive diagnostics and monitoring and nutritional assessment. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in RCS 100 Respiratory Care Therapeutic Modalities skills lab. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry

(that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology. Concurrent: Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Cardiopulmonary A & P; Clinical Practicum I.

RCS 111 Cardiopulmonary Anatomy and Physiology (3 hours)

This course focuses on knowledge about individuals throughout the lifespan who may experience varying states of an alteration in their health status. This course provides an advanced presentation of anatomy and physiology of the respiratory system, ventilation, Pulmonary Function measurements, diffusion of pulmonary gases, anatomy and physiology of the circulatory system, Oxygen and Carbon Dioxide transport, acid-base regulation, ventilation-perfusion relationships, neurological control of ventilation, renal failure and the cardiopulmonary system, aging and the cardiopulmonary system, sleep physiology, high altitude and hyperbarism. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology. Concurrent: Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; and Clinical Practicum I.

RCS 120 Clinical Practicum I (2 hours)

This course is designed to familiarize the student with respiratory care procedures in the clinical setting. Scientific knowledge from respiratory care, physiological and psychological theories is the basis for planning, implementing, and evaluating the outcomes of respiratory care in clinical practice. Patient care experiences will include patient safety/ ambulation, basic asepsis, isolation techniques, cleaning and sterilization, respiratory assessment, documentation, clinical informatics, oxygen therapy, medical gas systems, medical cylinder use, humidity and bland aerosol therapy, lung-expansion therapy, and airway clearance therapy. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in the Respiratory Care Lab within the Simulation Center until the required basic competencies are demonstrated by the learner. The learner may not advance into direct patient care activities until procedural competency check-offs are completed for that therapy in the LAB setting. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology. Concurrent: Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; and Cardiopulmonary A & P.

SECOND SEMESTER

RCS 112 Cardiopulmonary Pharmacology (2 hours)

This course will focus on the introduction of pharmacological agents, principles, and properties of drugs that affect the cardiopulmonary system across the life span. This course covers basic concepts and principles of pharmacology, classification of drugs, route of administration, dosages/calculations, physiological interactions, mode of action, clinical indications, hazards, side effects and adverse reactions of pulmonary, cardiovascular, and central nervous system drugs. Special emphasis is placed on inhaled medications, and critical care agents. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P and Clinical Practicum I. Concurrent: Cardiopulmonary Disease Management I; Mechanical Ventilation; Advanced Respiratory Care; and Clinical Practicum II.

RCS 115 Cardiopulmonary Disease Management I (3 hours)

This course focuses on the growth and development and health of the young adult through older adults within the Whole Person Framework. The experience of individuals with acute and chronic responses to health will be examined in the context of health promotion, illness, and health management. Therapist Driven Protocols are

patient care plans which are initiated and implemented by credentialed respiratory care practitioners. This course defines the evidence based and consensus based protocols and care plans to be used for specific diseases and conditions relative to Respiratory Care. Each disease module covers pathophysiology, clinical manifestations, recommended therapeutic modalities and is followed by a case study. Disease Management I includes Therapist-Driven Protocols, Chronic Obstructive Pulmonary Disease, Asthma, Bronchiectasis, Cystic Fibrosis, Pneumonia, Lung Abscess, Tuberculosis, Fungal Diseases of the Lung, Pulmonary Edema, Pulmonary Embolism, Flail Chest, Pneumothorax, Pleural Effusion, Empyema, Kyphoscoliosis, Interstitial Lung Disease, Lung Cancer and Acute Respiratory Distress Syndrome. This is the first half of a two part course which is based in the classroom environment. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P and Clinical Practicum I. Concurrent: Cardiopulmonary Pharmacology; Mechanical Ventilation; Advanced Respiratory Care; and Clinical Practicum II.

RCS 210 Mechanical Ventilation (4 hours)

This course introduces the student to advanced concepts of mechanical ventilation in the adult. The course focuses on applying Whole Person to persons experiencing complex health problems requiring ventilator management. Respiratory care principles and standards related to high acuity situations are emphasized. Coursework includes terms and concepts of mechanical ventilation, how ventilators work, how a breath is delivered, establishing the need, selecting a mode, initial ventilator settings, initial assessment, ventilator graphics, methods to improve ventilation and oxygenation, monitoring, physiologic effects, adverse reactions, therapeutic interventions, ventilator management, troubleshooting, weaning, non-invasive ventilation, long term ventilation, and special techniques in ventilatory support. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P and Clinical Practicum I. Concurrent: Cardiopulmonary Disease Management I; Cardiopulmonary Pharmacology; Advanced Respiratory Care; and Clinical Practicum II.

RCS 240 Advanced Respiratory Care (3 hours)

This course builds on the foundation of the previous Respiratory Care courses to advance student competencies to an advanced level. This course focuses on advanced practice and specialty competencies of Respiratory Care. Subjects include Airway Management, Hemodynamic Monitoring, Advanced Cardiovascular Life Support (ACLS), Special Procedures Assistance, Pulmonary Diagnostics, Hyperbaric Medicine, Sleep Medicine, Home Care, and Cardiopulmonary Rehabilitation. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P and Clinical Practicum I. Concurrent: Cardiopulmonary Disease Management I; Cardiopulmonary Pharmacology; Mechanical Ventilation; and Clinical Practicum II.

RCS 220 Clinical Practicum II (4 hours)

This course will provide the student with a continuation of adult respiratory care experience with an introduction to critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, and cardiovascular monitoring. The content is designed to correlate with the procedure and theoretical background presented in Respiratory Assessment, Fundamentals of Respiratory Care, Therapeutic Modalities, and Mechanical Ventilation. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in the Respiratory Care Lab within the Simulation Center until the required basic competencies are demonstrated by the learner. The learner may not advance into direct patient

care activities until procedural competency check-offs are completed for that therapy in the LAB setting. The majority of this course takes place in patient care areas under the direct supervision of a clinical instructor. **Prerequisites:** Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P and Clinical Practicum I. **Concurrent:** Cardiopulmonary Disease Management I; Cardiopulmonary Pharmacology; Mechanical Ventilation; and Advanced Respiratory Care.

THIRD SEMESTER

RCS 211 Pediatric / Neonatal Respiratory Care (4 hours)

This course applies the Whole Person nursing Framework to the care of children and neonates. Emphasis is on the unique needs of these individuals along the health and developmental continuums. This advanced course introduces the student to the concepts of evaluation and management of perinatal-pediatric medical, respiratory, and surgical conditions. Subjects included are fetal lung development, Fetal Gas exchange and circulation, antenatal assessment and high risk delivery, examination and assessment of the neonatal and pediatric patient, pulmonary function testing and bedside pulmonary mechanics, radiological assessment, pediatric flexible bronchoscopy, invasive blood gas analysis and cardiovascular monitoring, noninvasive monitoring in neonatal and pediatric care, Oxygen administration, Aerosols and administration of medications, airway clearance techniques and hyperinflation therapy, airway management, surfactant replacement therapy, CPAP, Noninvasive mechanical ventilation of the infant and child, invasive mechanical ventilation of the neonate and pediatric patient, administration of gas mixtures, extracorporeal membrane oxygenation, pharmacology, thoracic organ transplant, transport of infants and children, home care and Pediatric Advanced Life Support (PALS). **Prerequisites:** Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P; Clinical Practicum I; Cardiopulmonary Disease Management I; Cardiopulmonary Pharmacology; Advanced Respiratory Care; Mechanical Ventilation; and Clinical Practicum II. **Concurrent:** Cardiopulmonary Disease Management II; NBRC Exam Prep; Respiratory Care Seminar; and Clinical Practicum III.

RCS 212 NBRC Exam Prep (1 hour)

This course prepares the student to take the Registered Respiratory Therapist (RRT) examination. The learner is introduced to the methodology of testing and measurement of competencies through written and clinical simulation testing. Regular and continual practice testing culminates with the learner taking the Self- Assessment Examination (SAE) offered by the NBRC. **Prerequisites:** Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P; Clinical Practicum I; Cardiopulmonary Disease Management I; Cardiopulmonary Pharmacology; Advanced Respiratory Care; Mechanical Ventilation; and Clinical Practicum II. **Concurrent:** Cardiopulmonary Disease Management II; Pediatrics/Neonatal Respiratory Care; Respiratory Care Seminar; and Clinical Practicum III.

RCS 215 Cardiopulmonary Disease Management II (3 hours)

This course focuses on the growth and development and health primarily of the pediatric, neonatal and young adult through older adults within the Whole Person Framework. The experience of individuals with acute and chronic responses to health will be examined in the context of health promotion, illness, and health management. Therapist Driven Protocols are patient care plans which are initiated and implemented by credentialed respiratory

care practitioners. This course defines the evidence based and consensus based protocols and care plans to be used for specific diseases and conditions relative to Respiratory Care. Each disease module covers pathophysiology, clinical manifestations, recommended therapeutic modalities and is followed by a case study. Disease Management II includes Neonatal and Pediatric Pulmonary Disorders, Guillain-Barre Syndrome, Myasthenia Gravis, Obstructive Sleep Apnea, Near Drowning, Smoke Inhalation and Thermal Injuries, and Postoperative Atelectasis. This is the second of a two part course which is based in the classroom environment. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P; Clinical Practicum I; Cardiopulmonary Disease Management; Cardiopulmonary Pharmacology; Advanced Respiratory Care; Mechanical Ventilation; and Clinical Practicum II. Concurrent: Pediatrics/Neonatal Respiratory Care; NBRC Exam Prep; Respiratory Care Seminar; and Clinical Practicum III.

RCS 200 Respiratory Care Seminar (1 hours)

The course provides the student with the opportunity to explore professional concepts within the discipline of respiratory care. The internal and external environmental influences, including a culturally diverse society that shapes the evolution of respiratory care are appraised. The student is challenged to expand his or her knowledge by analyzing legal and ethical parameters of respiratory care practice. This course provides physician interaction in various clinical and classroom settings. During this course students will interact with and participate in discussions with the Medical Director and other physicians in a series of case studies that highlight the multidisciplinary approach to case management. The physicians will lead students through a patient admission scenario, initial physical examination results, history, choice of appropriate diagnostic tests, diagnosis, development of care plans, reevaluation, discharge planning, and home care. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care; Respiratory Assessment; Cardiopulmonary A & P; Clinical Practicum I; Cardiopulmonary Disease Management; Cardiopulmonary Pharmacology; Advanced Respiratory Care; Mechanical Ventilation; and Clinical Practicum II. Concurrent: Cardiopulmonary Disease Management II; Pediatrics/Neonatal Respiratory Care; NBRC Exam Prep; and Clinical Practicum III.

RCS 230 Clinical Practicum III (4 hours)

This course will provide the student with a continuation of adult respiratory care experience with continuation of critical care, pulmonary function studies, bronchoscopy, advanced therapeutic modalities, airway management, mechanical ventilation, cardiovascular monitoring. Additionally, the learner will travel to clinical sites in larger surrounding cities to gain experiences in neonatal and pediatric intensive care and ventilation, hyperbaric medicine, advanced pulmonary diagnostics and advanced critical care that is unavailable in the Quincy / Hannibal area.

The content of RCS 230 is designed to correlate with the procedure and theoretical background presented in RCS 210 Mechanical Ventilation, RCS 211 Neonatal and Pediatric Ventilation and RCS 240 Advanced Respiratory Care. Competencies related to integration of cognitive knowledge and psychomotor skills are practiced and tested in the Respiratory Care Lab within the Simulation Center until the required basic competencies are demonstrated by the learner. The learner may not advance into direct patient care activities until procedural competency check-offs are completed for that therapy in the LAB setting. The majority of this course takes place in patient care areas under the direct supervision of a clinical instructor. Prerequisites: Admission to the Respiratory Care major; Fundamentals of Public Speaking; Composition I; Ethics; History/Literature/or Fine Arts; College Algebra or Statistics; Anatomy & Physiology I & II; Microbiology; Chemistry (that includes General, Inorganic and Biochemistry – no lab); Introduction to Psychology; Respiratory Care Therapeutic Modalities; Fundamentals of Respiratory Care;

Respiratory Assessment; Cardiopulmonary A & P; Clinical Practicum I; Cardiopulmonary Disease Management; Cardiopulmonary Pharmacology; Advanced Respiratory Care; Mechanical Ventilation; and Clinical Practicum II.
Concurrent: Cardiopulmonary Disease Management II; Respiratory Care Seminar; Pediatrics/Neonatal Respiratory Care; and NBRC Exam Prep.

ADMISSIONS REQUIREMENTS, POLICIES, AND PROCEDURES

GENERAL ADMISSION REQUIREMENTS

POLICY

All applications for admission to the respiratory care program are welcomed. Students are selected based on criteria that evaluate the student's ability to successfully complete the program. During the application process, the College does not practice or condone discrimination in any form on the grounds of race, color, national or ethnic origin, religion, sex, age, marital status, veteran status, or disability to the extent required by law.

Applications are evaluated when all required documents are received by the College. See the following policies and procedures governing admissions into the respiratory care program.

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN

The College requires that all students complete a criminal background check and drug screening after they have been notified of preliminary acceptance but before classes begin. Acceptance into the College is conditioned on passing this required background check and drug screening. A preliminarily accepted student will have his or her preliminary acceptance revoked if the criminal background check shows any criminal convictions, pending charges (not including minor traffic violations) or if drug screening is positive.

ACT REQUIREMENT

The American College Test (ACT) is required for admission into the respiratory care program. The ACT requirement is a composite score of 22 or higher. For students who took the Scholastic Aptitude Test (SAT), they must achieve a score equivalent to the ACT composite score of 22 or higher.

Admissions Assessment Exam (A2)

The Admission Assessment Exam, called the A2, is designed to measure students' abilities in subject areas similar to the ACT. Students who have an ACT composite score that is less than 22, or did not take the ACT, will be given the opportunity to demonstrate their abilities in another way by using the math and reading comprehension sections of the Admission Assessment Exam (A2).

The passing score for the A2 is 78% on the math section as well as a 78% on the reading comprehension section in order to meet admission scholastic requirements for the respiratory care program. For those students who are unsuccessful, achieving less than 78% on either or both sections of the A2 can re-test after 30 days. Students who are unsuccessful with the second test must wait one full year and successfully complete a remediation course before taking the test for a third time.

TOEFL REQUIREMENT

An applicant to the College must take the TOEFL English proficiency examination when any of the following applies:

- Applicant is a non-citizen or permanent resident of the U. S.
- Applicant is not from an English-speaking country.
- English is not the native language of the applicant.
- Applicant is not fluent in reading or speaking English.

The applicant must score above the following TOEFL scores to be admitted to the respiratory care program:

- 500 on the paper and pencil test.
- 173 on the computer-based test.
- 80 on the computer-based Internet test.
 - 20 or above on all subsections (speaking, writing, listening, and reading) of the computer-based Internet test.
 - Any student who is identified as having difficulty speaking or reading English after admission into the respiratory care program will be required to meet with the Learning Resource Center staff or complete an English as a Second Language (ESL) or Limited English Proficiency (LEP) course.

FINANCIAL REQUIREMENTS, HEALTH REQUIREMENTS, AND IMMUNIZATIONS

See General Admissions Policy.

CPR REQUIREMENT

CPR certification by the American Heart Association – Health Care Providers course - will be required of all respiratory care students before enrolling in the first clinical course.

Opportunities for CPR

A variety of opportunities are available to obtain or renew CPR skills. Blessing Hospital has monthly sessions available by reservation through the Educational Services Department of the hospital. Space in hospital classes is limited and reservations must be made in advance.

ENTERING THE RESPIRATORY CARE MAJOR AS A SOPHOMORE STUDENT POLICY AND ADMISSION SCHOLASTIC REQUIREMENTS

All students must have completed all required general education and support courses, earning a cumulative GPA of 2.70 and a support course GPA of 2.70, before enrolling in the first respiratory care course (RCS 100: Respiratory Care Therapeutic Modalities).

Enrollment in the respiratory care program is limited to 10 new students each May and therefore space is limited. Priority will be given to those individuals who completed their general education and support courses at Culver-Stockton College or Quincy University (the College's partners in the joint baccalaureate nursing degree programs).

POLICY

Students are admitted to the basic track as sophomores in following priority:

1. Freshmen at Culver-Stockton College and Quincy University who meet the College's respiratory care major admission criteria.
2. Freshmen at Culver-Stockton College and Quincy University who were admitted with an ACT composite score of 19-21; met the College's other admission criteria; and successfully completed the Admissions Assessment Exam (A2) or retook the ACT, achieving a composite score of 22 or higher. To successfully complete the A2 exam, students must achieve 78% on the math and 78% on the reading comprehension sections of the exam.
3. Sophomore transfer students who meet the respiratory care major admission criteria.

Students are notified of their acceptance by letter after transcripts and test scores are reviewed and it is determined that admission scholastic requirements were met.

ADMISSION SCHOLASTIC REQUIREMENTS

High school students may be admitted as freshmen pre-respiratory care students when their ACT composite score is 22 or above and their high school GPA is 3.0 or above. Students who fall in this admission category will be considered official respiratory care majors at the end of the freshman year when the following requirements are met:

- Cumulative GPA of 2.7
 - Support course GPA of 2.7
 - Completion of all the prerequisite and support courses for sophomore respiratory care courses with a grade of C or better (English Composition I, General Psychology, Anatomy and Physiology I and II; Microbiology; Chemistry; Speech; Math; Humanities).
 - Completion of all least 35 hours of college credit.
- Students who meet the above admission scholastic requirements will be allowed to pre-register for sophomore respiratory care courses and, at this time, will be assigned a College advisor.

ENTERING THE RESPIRATORY CARE MAJOR AS A TRANSFER POLICY AND ADMISSION SCHOLASTIC REQUIREMENTS

POLICY

Individuals wanting to transfer from other institutions of higher learning are welcomed. The number of qualified transfer students admitted to the respiratory care program is limited by the availability of space. Transfer students must complete all the requirements for graduation and for the degree. Students are notified of their acceptance by letter after transcripts are reviewed and it is determined that admission scholastic requirements were met. All transcribed hours that meet criteria for transfer of credit will be accepted. The form for processing the transfer of credit is initiated by the College and placed in the student's permanent file.

ADMISSION SCHOLASTIC REQUIREMENTS

Transfer students are expected to meet the same admission scholastic requirements as sophomore students entering the respiratory care major. See *Admission Scholastic Requirements* under *Entering the Respiratory Care Major as a Sophomore Student*.

ADMISSIONS PROCEDURE

The Respiratory Care Program follows the admission procedure for the baccalaureate nursing program. See the *Admissions Procedure* under the *Bachelor of Science in Nursing Program* section.

PROGRESSION AND GRADUATION POLICES

PROGRESSION REQUIREMENTS AND POLICY

The academic progress of all respiratory care students is evaluated by the College's Academic Committee at the end of each semester. Students and advisors are notified by letter of any progression difficulties. The letter is sent by the College's Registrar's Office.

The student is responsible, with assistance from the advisor and the College's Registrar's Office, to meet all progression requirements. For a student to progress from one semester to another in good academic standing, the following are necessary:

- Maintain a minimum cumulative grade point average (GPA) of 2.7.
- Achieve a minimum cumulative GPA of 2.7 in all support courses at the completion of the sophomore year
 - Students will not graduate when their support course GPA is below 2.7.
 - Support courses are Fundamentals of Public Speaking, Composition I, Ethics, Humanities course, Math, Anatomy & Physiology I and II, Microbiology, Introduction to Psychology, and Chemistry.
- Achieve a minimum cumulative GPA of 2.7 in all respiratory care courses.
- Earn a minimum of "C" in all required respiratory care courses and earn a minimum of "C" in all required prerequisite and support courses by the time they are required as prerequisites.
 - A "C-" is not acceptable.
- Complete the prerequisites for subsequent courses.
- Meet the other specified requirements of the program.
 - In addition to other course requirements, a student must achieve a minimum test average of 77% at the end of each clinical respiratory care course in order to pass the course. When the student does not have this minimum average, the grade for the course will represent the test average earned, excluding other assignments, as a "D" or "F."
 - Meet competency requirements at each level as specified in the competency requirements.

When a student does not progress due to an RCGPA below 2.7, the student must retake a required respiratory care course to raise his/her RCGPA and to help the student improve his/her knowledge base as a safe professional respiratory care practitioner.

COMPETENCY REQUIREMENTS

Respiratory care students are also required to demonstrate the following competencies in order to progress and graduate.

SOPHOMORE LEVEL – FIRST SEMESTER

Sophomore respiratory care students must demonstrate competency with basic respiratory care as a prerequisite to enrolling in any of the second semester respiratory care clinical courses. Competency is demonstrated by successfully completing RCS 100, RCS 101, RCS 110, RCS 111, and RCS 120.

SOPHOMORE LEVEL – SECOND SEMESTER

Sophomore respiratory care students must demonstrate competency in providing safe, effective respiratory care as a prerequisite to enrolling in RCS 212. Competency is demonstrated by successfully completing RCS 115, RCS 112, RCS 210, RCS 220, and RCS 240.

SOPHOMORE LEVEL – THIRD SEMESTER

Sophomore respiratory care students enrolled in RCS 212 take a standardized competency test and use the results to design a certification test success plan. This plan is to assist the student with achieving success. The plan includes a review of the test, test taking strategies, content review, building of self-esteem, and stress management.

COMPETENCY TESTING

The College participates in a comprehensive assessment of academic progress through standardized testing. Each student is required to participate in this program and is charged a testing fee per semester while in the respiratory care program to cover the cost of the program.

GRADUATION REQUIREMENTS

Degree requirements for graduation are:

- Satisfactory completion of 75 semester credit hours consisting of 32 general education hours and 43 respiratory care hours.
- 15 of the last 30 credits for the degree were earned from the College.
- Satisfactory completion of all courses on the degree plan.

Accumulative grade point requirements are:

- GPA of 2.70 or above.
- Support course GPA of 2.70 or above.
- RCGPA of 2.70 or above.

RESPIRATORY CARE PROGRAM ACADEMIC POLICIES AND PROCEDURES

Students of the Respiratory Care Program are expected to follow the policies and procedures of the College as described in the *Program Catalog and Student Handbook* as well as follow the policies and procedures unique to the Respiratory Care Program that are described in this section of the catalog/ handbook.

DEADLINE FOR HEALTH AND CPR REQUIREMENTS

Students who are officially entering the major must have all health requirements (immunizations and CPR) **completed by spring pre-registration and submitted to the College's Student Services Office**. Spring pre-registration will be placed on hold until the requirements are met.

DELINEATION BETWEEN CLINICAL TIME AND CLINICAL SITE EMPLOYMENT

While enrolled in and attending the Respiratory Care program, there must remain a clear distinction between the student and employee roles. The following policies must be followed:

- Students must not be utilized at facilities to substitute for clinical, instruction, or administrative staff.

- Students must not complete clinical coursework while working in an employee status at any clinical site.
- Students may not receive/accept remuneration in exchange for work performed at or during their clinical education, course work, and experiences.

AARC STATEMENT OF ETHICS AND PROFESSIONAL CONDUCT

The curriculum is founded on and incorporates the AARC Statement of Ethics and Professional Conduct and the QSEN initiatives. Individual courses also incorporate standards of practice and QSEN knowledge, skills, and attitudes specific to course content.

Respiratory Care students shall:

- Demonstrate behavior that reflects integrity, supports—objectivity, and fosters—trust in the profession and its professionals.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, and beneficial relationships with all health professionals.

ACADEMIC POLICIES AND PROCEDURES

GENERAL POLICIES

ACADEMIC ACCOUNTABILITY

POLICY

It is the responsibility of the student to know and to observe the requirements of the curriculum and the rules governing academic work. The advisor assists the student in making academic decisions, but the ultimate responsibility for meeting the requirements of graduation rests with the student.

Policies and procedures related to academic standards are developed to ensure fairness and due process for students. In addition, students meet the professional standards to ensure the safety of the public.

ACADEMIC ADVISING

POLICY

Student advising is accomplished by two different groups of people and is designed to facilitate the development and success of each individual student. Students are assigned both a Faculty Advisor and an Academic Advisor.

Through their commitment to students and close interaction with students, Faculty Advisors are positioned to monitor and guide the student to meet their professional and personal goals. Faculty Advisors also assist the student with socialization into the nursing profession.

The Academic Advisors are also an integral part of the educational process. Academic advising is a continuous process of evaluating educational and personal goals. Final responsibility for decisions concerning life goals and/or educational plans rests with the student.

The Faculty Advisor and Academic Advisor will collaborate as needed to facilitate the students' academic success.

Students with needs other than academic advising will be referred for counseling. Referrals are made by College faculty or staff, or through the College's Student Services Office.

ACADEMIC HONESTY POLICY AND HONOR CODE

POLICY

Expectations of Students and Faculty

The moral and ethical values of the College encourage and expect professional behavior of all students and faculty. Students and faculty are responsible for supporting academic honesty during class, clinical, assignments, testing, and examinations. The purpose of this policy is to define and promote academic honesty,

codify expectations of students and faculty at the College regarding academic honesty, and establish a formal procedure for dealing with incidents involving cases in which academic honesty is questioned.

Academic Honesty Statement

Academic honesty is conducting oneself in a manner that upholds essential nursing values and principles of truth, justice, equality, esthetics, freedom, human dignity, altruism, and caring. Academic honesty maintains professional integrity and the *ANA Code of Ethics for Nurses*. Academic honesty is a personal standard that does not permit cheating or misrepresentation in one's academic life, or tolerate it among one's classmates.

Student Requirements

Students are required to adhere to the Academic Honesty Policy. The conditions of this policy are followed under all circumstances. Cheating and plagiarism are strictly forbidden and are not tolerated. A sanction is imposed when dishonesty, cheating, or plagiarism occurs. Students are expected to conduct themselves at all times in such a way that their integrity is unquestionable.

Faculty Requirements

The Faculty is required to adhere to the Academic Honesty Policy. Faculty are expected to discuss the policy in their classes and include reference to it in their syllabi. Faculty are to deal with all incidents of academic dishonesty. Faculty are expected to promote the professional value of integrity and the *ANA Code of Ethics for Nurses*. Faculty are to challenge any student at any time for suspicion of dishonesty, cheating, or plagiarism.

Academic Dishonesty

Academic dishonesty is subject to disciplinary action. Disciplinary measures range from impact on one's test grade to dismissal or suspension from the College. Offenses of academic dishonesty are cumulative for the entire academic program and are maintained in the student's academic file.

Examples of academic dishonesty include but are not limited to the following:

- Cheating or falsifying by any method on academic work such as papers, projects, homework, examinations, and presentations.
- Receiving from or giving examination or quiz questions to someone.
- Cheating or knowingly assisting another student in committing an act of cheating or another form of academic dishonesty.
- Falsifying clinical experiences and professional service activities either verbally or in written documentation.
- Unauthorized possession of examinations, student papers, laboratory materials, or other College or University property.
- Unauthorized changing of grades or markings on an examination or in an instructor's grade book, or any change of any grade record.
- Falsifying grade reports, transcripts, notes, identification cards, letters of authorization and/or other official College documents.
- Plagiarism may include, but is not necessarily limited to:
 - Presenting the words or ideas of another individual's as one's own work.
 - Purchasing an individual's work for the purpose of passing it off as one's own work.
 - Submitting research reports, illustrations, laboratory results, another student's work, or any other assigned responsibilities as one's own work.

- Copying or paraphrasing written, published or unpublished material without documentation of source.
- Allowing one's work to be copied and presented by another student.
- Stealing of ideas.
- Participating in any activity while under the influence of drugs or alcohol.
- Failing to maintain confidentiality.
- Failing to report a student who has been observed exhibiting academic dishonesty.

In-Class Testing

Student Responsibilities during Testing

- All backpacks, notebooks, calculators, cell phones, pagers, personal data assistants (e.g. Palm Pilots) and devices with headphones are put at the side or front of the room.
- Hats/caps and all beverage containers must be left at the side or front of the room.
- Once the test has started, students are not allowed to leave the room until they have completed the test, unless there are specific extenuating circumstances and the faculty administering the test grants permission.
- During paper/pencil exams, the student is to protect the exam and answer sheet from viewing by others.
- Eyes are to remain down or straight forward at all times. Talking during the exam is forbidden. Wandering eyes, stretching and bending down to the floor are behaviors that are considered questionable.
- If a student observes another student copying from someone else's exam or cheating in any way, the observing student is to make a note of the time and the name(s) and seat location(s) of those involved, and report this information to the faculty member or proctor of the exam. The person reporting the incident is expected to complete a written documented report and submit it to the Academic Committee Chairperson for action as soon as possible.

Faculty Responsibilities with Testing

- Faculty are expected to discuss the importance of academic integrity in class at the beginning of each semester, include it in their syllabi, and remind students that cheating and academic dishonesty are not tolerated at the College.
- Faculty are expected to discuss the importance of academic integrity before administration of all testing.
- Faculty are expected to use adequate spacing between examination seats during testing.
- Faculty are expected to use judgment if a student has an emergency that requires leaving the room during an exam. Discretionary judgment determines if the student continues the same exam or is given a make-up exam.
- Faculty are expected to use multiple versions for all exams.
- Faculty are expected to address behaviors when students appear to exchange information (talking or copying), and address the behavior by quietly asking the student(s) to move to a different seat(s). The test and answer key can be confiscated and a new, blank test and answer key is given to the student to record answers for the entire exam. The student(s) should be given sufficient time to complete the exam.
- Faculty are expected to use different types of exams or different versions of exams for make-up.

Off Campus Testing and On-Line Courses

Student Responsibilities

- All quizzes, tests, and assignments are individual efforts unless otherwise instructed.
- No books, notes, or other forms of assistance are used unless otherwise instructed.

- No quizzes or exams are downloaded, printed, or shared with other students.

Faculty Responsibilities

- Faculty are expected to clearly indicate when an exam, quiz, or assignment is an individual effort and identify what resources can be used.
- Faculty are expected to use multiple versions of all exams and randomize questions from a large test bank when possible.
- Faculty are expected to use a different type or version of an exam for make-up examinations.

PROCEDURE FOR REPORTING AND ADDRESSING ACADEMIC DISHONESTY

Any faculty member has the right to question any student who may have committed academic dishonesty or who may have information about academic dishonesty. When the faculty member suspects that a student(s) may have committed academic dishonesty, the faculty member should discuss the incident with the involved student(s). When the faculty member identifies an incident of academic dishonesty or suspects academic dishonesty, the faculty member is to complete and submit a Report of Academic Dishonesty to the Chair of the Academic Committee within five (5) College working days of identification. The faculty member who identifies an incident of academic dishonesty has the prerogative to impose consequences such as, but not limited to: a zero on the assignment, a failing grade on the assignment, or no consequences.

Any student who believes that a fellow student may have committed academic dishonesty is to complete and submit a Report of Academic Dishonesty to the Chair of the Academic Committee within five (5) College working days of the incident.

Faculty and students may not report academic dishonesty anonymously but students do have the right to have their identity protected from the accused. Any person making an accusation will be protected from any repercussion associated with the incident.

Steps

- At the beginning of each academic year, the Chair of the Academic Committee appoints an Academic Integrity Committee. This committee should consist of a chairperson, who is a member of the Academic Committee, at least two (2) other faculty members of the Academic Committee, and at least two (2) students. Within five (5) College working days of receiving a Report of Academic Dishonesty, the Chair of the Academic Committee assigns a chairperson for the proceedings. If any member of the Academic Integrity Committee is involved in the incident in any manner (accuser, accused, witness), that member is excused from the proceedings as an official member of the Academic Integrity Committee for that incident.
- Within five (5) College working days of receiving a Report of Academic Dishonesty, the chairperson of the Academic Integrity Committee reviews the evidence and discusses it with the Chair of the Academic Committee. If the Chair of the Academic Committee and the chairperson of the Academic Integrity Committee agree that there is sufficient evidence of academic dishonesty, the chairperson of the Academic Integrity Committee arranges a hearing that will include the Academic Integrity Committee, the accused student(s), and the involved faculty member and any witnesses. The chairperson of the Academic Integrity Committee notifies the involved student(s) of the charges by a certified registered letter sent to the most recent address of record. The letter contains a description of the charges and a copy of the Report of Academic Dishonesty. The student is referred to this policy and the Honor Code Statement.
- If the Chair of the Academic Committee and the chairperson of the Academic Integrity Committee do not concur that there is sufficient evidence of academic dishonesty, the chairperson of the Academic Integrity Committee arranges a meeting of the Academic Integrity Committee to discuss the findings and to decide if

further action should be taken. Either the hearing or the meeting is conducted within ten (10) College working days of receiving the Report of Academic Dishonesty.

- Failure of the student to appear for the hearing results in College sanctions based solely on the evidence.
- All evidence and discussion presented at the hearing remains confidential.
- The accused student(s) may choose a support person to help him/her prepare for the hearing and to accompany him/her to the hearing. The support person is not permitted to contribute or communicate in any manner during the hearing process. If the support person fails to comply, s/he is asked to leave the hearing.
- All parties presenting evidence to the committee are heard individually. Committee members will have an opportunity to seek clarification from all involved parties.
- The committee reviews the student's academic record for any academic dishonesty. Evidence of previous academic dishonesty is considered when determining sanctions.
- After all parties are heard, the committee discusses the evidence and determines, by majority vote, if there is sufficient proof of guilt to impose sanctions or not.
- If the charge of academic dishonesty is dismissed, there is no indication in the student's academic record that a hearing occurred and the partnering institution is not notified of the incident.
- If the student is found guilty, one or more college-wide administered sanctions occur. Previous incidents of academic dishonesty are considered when deciding which sanction(s) to be imposed. Possible sanctions may include but are not limited to:
 - A score of zero on the involved exam, paper, or assignment which may or may not result in a failing course grade.
 - A failing score on the involved exam, paper, or assignment which may or may not result in a failing course grade.
 - A failing course grade.
 - A recommendation to the Academic Committee for dismissal or suspension from the program.
- All decisions must be documented in writing.
- All parties are notified in writing of the hearing outcome and recommendations instituted by the Academic Integrity Committee within three (3) College working days. An explanation of the reasons for the decision is provided.
- The student found guilty of academic dishonesty is granted an opportunity to appeal within seven (7) College working days of the notice. The appeal must be in writing and the student submits the appeal to the Chair of the Academic Committee. The Academic Committee convenes within five (5) College working days to determine a final decision. The student is notified in writing of the final decision of the committee.
- The relevant faculty member is notified of the sanction and must abide by the recommendation of the Academic Integrity Committee.
- All minutes, copies of letters notifying all involved parties and any other evidence are kept in a locked file.
- A copy of the documents relative to the results of the proceedings is placed in the student's academic file. The Vice Presidents of Academic Affairs of partner institutions receive a copy for those students enrolled in their joint program.
- All decisions of the Chair of the Academic Committee and the chairperson of the Academic Integrity Committee are reported at the next Academic Committee Meeting.

HONOR CODE

POLICY

All students are required to sign the Honor Code annually during the first month of each semester. Any student who chooses not to sign the Honor Code is not permitted to attend classes or clinical, or make up any missed assignments. Signed Honor Codes are placed in the student's record.

The College's Honor Code states:

As a student and representative of Blessing-Rieman College of Nursing and Health Sciences, I commit to uphold the moral principles of the American Nurses Association Code of Ethics for Nurses in the classroom, clinical area and during any activity or event associated with Blessing-Rieman College and Health Sciences. I commit to conduct myself in a manner that will uphold the essential nursing values and principles of altruism, equality, esthetics, freedom, human dignity, justice, truth, and caring. I pledge to assume responsibility and accountability for all written assignments and verbal and written communication. I agree that I am responsible for the academic integrity of my work and will not misrepresent any work or receive unauthorized assistance. The work that I complete will be my own and any cited work by another author will be given proper credit. I know cheating and plagiarism are not tolerated and I support consequences for participating in such activities. I know that presenting dishonest work and/or a disrespectful attitude will negatively reflect on my reputation, as well as the College. Therefore I will maintain respect for the property of others and the College. I pledge to uphold the Honor Code and Academic Honesty Policy. I will report students who choose not to preserve the Honor Code of Blessing-Rieman College of Nursing and Health Sciences. Failure to report a violation, in itself, is a violation of the Honor Code. Any student who reports an act of misconduct will be protected from any repercussions and his or her confidentiality will be maintained within the guidelines of the Academic Honesty Policy.

I _____ (print name) have read and understand the Honor Code of Blessing-Rieman College of Nursing and Health Sciences. I will uphold the Honor Code and Academic Honesty Policy. I pledge to conduct myself in a professional manner at all times. My signature is proof of my commitment to abide by this Honor Code and the Academic Honesty Policy of Blessing-Rieman College of Nursing and Health Sciences.

ACADEMIC PROBATION

POLICY

The College's Academic Committee reviews the academic progress of nursing students. Students with academic difficulties or violations of the academic dishonesty policy may be placed on Academic Probation. Students placed on probation are notified in writing and their academic advisors are informed. Students on probation are encouraged to seek advising, academic assistance, tutoring, and/or counseling.

Students are placed on academic probation prior to the beginning of a semester when:

- A grade of "D" or "F" is received in a required nursing course.
- The cumulative grade point average (GPA), the nursing cumulative grade point average (NGPA), or the support course grade point average (SGPA) is below a 2.7 effective June 2014.
- The Academic Committee takes action as a result of academic dishonesty.

See Progression Requirements and Policy.

ACADEMIC RECOGNITION

POLICY

Students achieving a Nursing Grade Point Average- Health Science (NGPA/HS) of 4.0 during any given semester will be recognized with the distinction of President's List. Students achieving a NGPA/HS of at least 3.75 to 3.99 will be recognized with the distinction of Dean's List. All students (full or part-time) who are in good academic standing (per the *Good Academic Standing* policy) are eligible for this recognition.

PROCEDURE

1. After grades are submitted, the Registrar will calculate NGPA/HS for all students and forward those eligible for the President's and Dean's list to the Administrative Assistant.
2. Students who are placed on either the President's or Dean's list will receive a congratulatory letter from the President or Academic Dean respectively.
3. The student names for each list will be forwarded to the Admissions Office staff who will post this bulletin in the display case by the library for the length of the current semester.
4. The student names for each list will also be forwarded to the Coordinator of the College Marketing Committee for distribution to the student's hometown newspaper (based upon release of the student's publicity form), Blessing Corporation Public Relations Office and recognition in the College newsletter.

ACADEMIC SCHEDULE

POLICY

The academic year is divided into two fifteen-week semesters. The College also has 3, 4, and 8-week sessions. Specific dates for each semester are included in the College calendar. A full-time class load during each of the two regular semesters for baccalaureate students is 12-18 credit hours.

ACADEMIC WARNING

POLICY

The written academic warning is a warning to the student of behaviors, which if continued, would lead to a poor academic outcome and potential failure. An academic warning is initiated by the course or clinical instructor at any time the student is not meeting the stated objectives of the course. An academic warning identifies behavior that requires improvement by the student. With assistance from the course or clinical instructor, the student is responsible for implementing a course of action that will successfully meet course objectives.

PROCEDURE

1. The instructor determines that the student is not meeting the course or clinical objectives.
2. The instructor completes the Academic Warning form (located H/faculty & staff shared/registrar/forms and documents the specific behaviors that do not meet the objectives.
3. The instructor sends the Academic Warning to the email group – the College's Academic Warning which includes the Advisor, Registrar, Academic Assistant, and Academic Dean.
4. The Academic Assistant prints a copy, puts it in an envelope and places it in the student's mailbox.
5. The advisor contacts the student to set up a meeting to assist the student to develop corrective action plans.
6. The College Registrar will send the academic warning to the appropriate person at the partner college.

ACCOMMODATIONS UNDER THE AMERICANS WITH DISABILITY ACT (ADA)

POLICY

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 define reasonable accommodation as an academic adjustment, modification to the environment, auxiliary aid, or service that ensures students with a disability who are otherwise qualified have an equal opportunity to participate. Please note that an accommodation is not reasonable when it poses a direct threat to the health or safety of

others, lowers academic standards, alters the nature of the program, results in a substantial change in an essential element of the curriculum, and/or fundamentally alters an academic requirement essential to meeting licensing requirements. All students are expected, with or without reasonable accommodation, to meet nursing competencies and performance standards that are required to safely perform the normal roles of the RN.

The College, in compliance with ADA, does not provide attendants, individually prescribed devices, readers for personal use or study, or other devices of a personal nature. The College, also in compliance with ADA, provides tutoring to students with disabilities in the same manner as it provides tutoring to nondisabled students.

Otherwise Qualified Individuals with a Disability

Section 504 of the Rehabilitation Act of 1973 defines an otherwise qualified student with a disability as “a student with a disability who meets the academic and technical standards requisite for admission or participation in the institution's educational program or activity.”

Disability

The ADA Amendments Act of 2008 defines disability as “a physical or mental impairment that substantially limits one or more major life activities. A major life activity includes but is not limited to caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, reaching, interacting with others, and a major bodily function.” Please note that a diagnosis or impairment by itself is not a disability and is insufficient to qualify an individual as disabled. Therefore, students must disclose their disability and the College, in compliance with ADA, may request documentation in order to establish the disability and the need for accommodation.

Acceptable Documentation from a Health/education Professional

Students are responsible for providing any documentation that the College requests to establish a disability and the need as well as the type of accommodation. Acceptable documentation from a health or education professional must be typed on professional letterhead, provides the name and credentials of the professional, is dated, and is signed by the professional. The person providing the documentation is a health or education professional who is qualified to provide the following documentation: a) a clear, specific statement of the diagnosis/impairment and the degree of functional limitation to one or more major life activities; b) description of any behavioral, cognitive, medical, or other features accompanying the disability that may relate to the requested accommodation; c) medical side effects that may warrant requested accommodations; d) recommendations for accommodation; and e) rationale for recommended accommodations. Documentation needs to be recent within three years of the disclosure to the College because the effects of a diagnosis or impairment can change over time, resulting in changes in accommodation or the individual is no longer eligible for accommodation under ADA.

PROCEDURE TO REQUEST REASONABLE ACCOMMODATION

A student requesting reasonable accommodation must:

1. Self-identify the disability to his/her advisor who notifies the College's Section 504/ADA Coordinator.
2. Meet with the College's Section 504/ADA Coordinator who reviews ADA eligibility, rights, and responsibilities.
3. Request reasonable accommodation from the Academic Committee.
4. Provide the Academic Committee with documentation that establishes the disability and supports the need for accommodation.

Documentation is used by the Academic Committee to design a plan that (1) provides an equal opportunity to meet the standards of the nursing program; (2) is based on the types of reasonable accommodation as identified by the health/education professional; (3) accommodates only those areas impacted by the disability; and (4) identifies the exams and testing modalities that are exempt from reasonable accommodation because they are designed to measure a particular skill and/or essential function associated with the normal roles of a professional registered nurse. The plan is shared with the student, the academic advisor, and the College's Section 504/ADA Coordinator. With the student's permission, the plan is shared with individual course instructors.

The Section 504/ADA Coordinator meets with the student once a semester to review ADA and re-evaluate eligibility.

Section 504/ADA Coordinator

The Section 504/ADA Coordinator is Sarah Mueller who can be reached at smueller@brcn.edu or extension 6997.

Grievance

The College is committed to the resolution of concerns and issues regarding the civil rights of individuals with a disability. Therefore, the College has the following processes for resolving these concerns and issues.

Informal Process

The student contacts the Section 504/ADA Coordinator who will help the student informally resolve the concern or issue. For students who are dissatisfied with the resolution or want a formal process to resolve, they follow the formal process.

Formal Process

1. The student files the complaint in writing to the Section 504/ADA Coordinator, providing his/her name, address, and description of the alleged violation. Specific facts must be used to describe the allegation and the complaint is filed within 30 working days of the alleged violation.
2. The Section 504/ADA Coordinator conducts an investigation, affording all interested persons with the opportunity to submit evidence relevant to the complaint. After the investigation, the Section 504/ADA Coordinator submits a written response to the student within 20 working days of receiving the complaint, describing the validity of the complaint and a description of the resolution if needed.
3. The student may request reconsideration of the case if dissatisfied with the resolution. The request must be made within 10 working days to the Section 504/ADA Coordinator who forwards the request to the President/CEO of the College.
4. A final decision is made within 20 working days of the President/CEO receiving the request to reconsider the original resolution.

OCR COMPLAINT

Students with a disability have the right to file a complaint directly with the U.S. Department of Education; Office for Civil Rights (OCR), Region V (Chicago area). Information regarding applicable timelines and procedures is available from OCR.

AGENCY REFUSAL OF A STUDENT'S CLINICAL PRIVILEGES

POLICY

Each agency that is used by the College for clinical experiences has the right to limit an individual student's access to its facility.

In the event a student is barred from a clinical site the College will find an alternative clinical setting for the student.

APA FORMAT

POLICY

Students in the baccalaureate program are expected to write in an acceptable manner. Correct grammar and spelling are required. Proper credit must be given to the appropriate sources for direct quotes and for paraphrasing findings of others.

The format approved by the faculty and used for assigned papers, care plans, and annotated bibliography cards is APA. The most current *Publication Manual of the American Psychological Association* (APA) is to be used and can be purchased when obtaining textbooks. The Library also provides APA resources and there is an APA web site.

APA is the standard used by most professions in the sciences, health care, and education. APA provides guidelines and rules for the preparation of papers and manuscripts. This uniformity promotes clear communication and provides a framework for demonstrating the scholarship of the author.

All students are urged to obtain their own copy of the *Publication Manual* as APA format is required for papers in all nursing courses. Students should become familiar with the manual and how information contained therein is organized.

APA FORMAT EXPECTATIONS

1. Title Page.
2. Page Numbers.
3. Headings - a minimum of 2 levels.
4. Citations in Text.
 - Individual citations in text provide author names (use surnames and initials only) in the order they appear on the book, article, etc.
 - Each citation in the text should have a corresponding citation in the reference list and are ordered alphabetically according to the surname of the first author.
 - Separate author's names within one citation with commas and the last two with a comma and ampersand (&), even if only two authors.
5. Reference List.
 - References are cited in both text and the reference list.
 - All data on the reference list must be accurate and complete.
 - The reference list includes only retrievable material, so do not include personal communication such as letters, memoranda, or e-mail.
 - Electronic sources also include the retrieval information.

- Examples of all types of references are included in section on references.
6. Format for Preparation and Typing.
- Double-spacing.
 - Neatly prepared and clean, on heavy, white bond paper.
 - Margins at least 1 inch with justified or flush left margin.
 - Title page and references are on separate pages.
 - All pages, including the title page, are numbered in sequence beginning with 1.
 - Typing instructions and sample paper.
 - Refer to chapters 1, 2, and 3 for writing style, grammar, bias, and editing.

AUDITING A COURSE

POLICY

Space permitting students may register to audit a course. Courses that are taken for no credit and with no expectations of a grade are considered audit courses. When a course is taken for audit, the student is not required to take written tests or final examinations and no credit is granted for the course. The student is required to participate in all other course activities as indicated in the course syllabi. These activities may include test reviews, group work, and other projects as determined by the instructor. Class participation is required. If the audited course has a corresponding clinical, the clinical requirements will be determined on an individual basis.

In order for an audited course to appear on a student's transcript, the student must comply with the audit attendance policy established by the instructor. When audited courses do appear on the transcript, they will be reflected as a grade of "AU" and show no hours attempted, no hours earned, and no quality points earned. Audited courses do not apply toward degree requirements.

For a full-time student, there is no additional charge for an audited class provided the total enrolled hours plus the number of hours audited do not exceed 18. A student whose schedule exceeds 18 hours is charged one-half the normal overload fee for audit hours in excess of 18. A part-time student is charged one-half regular part-time tuition to audit.

The student's responsibility is to indicate that the course is being audited on the registration form. The decision to audit a course must be made at registration and cannot be changed after the add/drop date.

CHANGE IN STUDENT'S NAME, ADDRESS, OR TELEPHONE NUMBER

POLICY

Students are required to complete the *Student Change of Information Form* when their name, address, or telephone number changes at any time after initial enrollment into the program. Proof of legal name change must accompany the form when a name is changed for any reason. The completed form must include the student's signature and is returned to the College Registrar's Office. Forms are obtained from the College Registrar's Office.

COPYRIGHT

POLICY

It is the policy of the College to obey copyright law as it pertains to libraries and to educational material. To be in compliance with U.S. Copyright Law, revised 1976; particularly sections 107 and 108, the 1998 Digital Millennium Copyright Act, Public Law 105-304, the 1998 Sonny Bono Term Extension Act, Public Law 105-298 and the 2002 Technology, Education and Copyright Harmonization Act (TEACH). In distance education: (synchronous and asynchronous), fair use applies; if the faculty has knowledge of copyright law & the institution is non-profit, the institution assumes oversight of copyright & provides copyright information to all users of its system, and the institution employs technology methods to control dissemination of copyright materials.

LIBRARIES

- Can copy an article for private study, scholarship or research, stamped with a copyright warning.
- Can make five interlibrary loan requests per year, per journal, per library. Material over five years old is not subject to guidelines.
- After checking the license agreement, may make an archival copy of software, and other audiovisual formats.
- May interlibrary loan materials provided that loan is not a substitute for a subscription or purchase of such work, the request conforms to section 108 guidelines, and a record is kept of all requests for three complete calendar years plus current year.
- May copy to replace material that has been damaged, lost, stolen or deteriorated if a replacement copy cannot be obtained at a fair price.
- Are not liable for wrongful copying if they display a copyright warning near the copier.
- Can copy without permission; U. S. government documents, items published prior to 1906, and items published prior to 1978 and not copyrighted.

FACULTY, STUDENTS, BLESSING HEALTH SYSTEM EMPLOYEES, AND PHYSICIANS

- Have a legal right to photocopy for personal files, cite on a bibliography, and discuss orally or in print.
- If in doubt, permission should be requested from the publisher or The Copyright Clearance Center (CCC) to reproduce a work for classroom use.
Multiple copies can be made (not to exceed one copy per pupil per course) if the copying meets the tests of brevity (work is less than 2500 words, 10% of the total, or one chapter), spontaneity (the instructor makes the decision to copy), and the cumulative effect test. The cumulative effect test means: copying only once per term from a periodical or collective work, no more than nine instances of copying per course per term, copying cannot substitute for purchase of books, reprints or periodicals, copying cannot occur with

CRIMINAL BACKGROUND CHECK

POLICY

All students are required to undergo a criminal background check prior to beginning clinical at the sophomore level. The Illinois State Law authorizing this check is known as the *Health Care Worker Background Check Act*. The law was enacted to protect the frail and disabled citizens of the State of Illinois. The academic programs of the College require clinical training experiences that may include the treatment of children, developmentally disabled, or vulnerable adults. The criminal background check includes self-disclosure of the student's criminal history and investigation of his/her criminal background.

Requirements for licensure not only include passing the NCLEX-RN exam but also include being of good moral character as demonstrated by not having a criminal history. Therefore, to demonstrate moral character, graduates are required to submit to a nation-wide criminal history records check when applying for licensure and the NCLEX-RN exam.

A criminal history may not prohibit an individual from obtaining a RN license. However, the Illinois Department of Financial and Professional Regulation (IDFPR) - as well as licensing departments/boards of nursing of other states - may refuse to issue a license when an individual:

Has a conviction by plea of guilty or nolo contendere, finding of guilt, jury verdict, or entry of judgment or by sentencing of any crime, including, but not limited to, convictions, preceding sentences of supervision, conditional discharge, or first offender probation, under the laws of any jurisdiction of the United States: (i) that is a felony; or (ii) that is a misdemeanor, an essential element of which is dishonesty, or that is directly related to the practice of the profession. [(225 ILCS 65/70-5) Nurse Practice Act]

The felonies and misdemeanors referred to in the Nurse Practice Act include but are not limited to the offenses listed in this policy. Having a history with any of these offenses may not prohibit you from obtaining the RN license but there is the risk that IDFPR – or another state’s licensing department/board of nursing – may not issue you a license. The decision to grant the license is based on a number of factors and will not be made until the time of application for licensure. Therefore, in the event your criminal background check for the College indicates a criminal history, ***make an appointment with your advisor who can help you decide whether or not to pursue a nursing education based on the risk that a RN license will not be issued based on a criminal history.***

The student has a right to (a) obtain a copy of the criminal record report, (b) challenge the accuracy and completeness, and (c) request a waiver.

The student may be withdrawn from clinical courses or may be dismissed from the program if the criminal background check shows a conviction of any of the criminal offenses listed in this policy. The student is reinstated if his/her identity is validated by a fingerprint based record check and it is determined that the student does not have a disqualifying criminal history. Any student has the right to request a waiver of the Health Care worker background check act for conviction of a listed criminal offense.

Persons who have been convicted of committing or attempting to commit one or more of the offenses listed in this policy will not be permitted to perform clinical activities unless a waiver is granted. Although the College grants a waiver, the student with a criminal history may not be able to perform clinical activities because agencies have the right to refuse clinical privileges to any individual with a criminal history. Students who are denied clinical privileges may not be able to complete clinical nursing courses and therefore cannot complete the program.

Disqualifying Offenses that May be Considered for a Waiver by the Submission of a Waiver Application

- Unlawful Restraint
- Aggravated Unlawful Restraint
- Forcible Detention
- Child Abduction
- Aiding and Abetting Child Abduction
- Assault
- Aggravated Assault
- Battery
- Battery of an Unborn Child
- Domestic Battery

- Tampering with Food, Drugs or Cosmetics
- Aggravated Stalking
- Home Invasion
- Endangering the Life or Health of a Child
- Ritual Mutilation
- Ritual Abuse of a Child
- Theft
- Theft of Lost or Mislaid Property
- Retail Theft
- Identity Theft
- Aggravated Identity Theft
- Forgery
- Robbery
- Vehicular Hijacking
- Burglary
- Residential Burglary
- Criminal Trespass to Residence
- Arson
- Aggravated Arson
- Residential Arson
- Unlawful Use of a Weapon
- Unlawful Use or Possession of Weapons by Felons or Persons in the Custody of the Department of Corrections Facility.
- Aggravated Discharge of a Firearm
- Aggravated Discharge of a Machine Gun or a Firearm Equipped with a Device Designed or Used for Silencing the Report of a Firearm.
- Reckless Discharge of a Firearm.
- Aggravated Unlawful Use of a Weapon.
- Unlawful Discharge of Firearm Projectiles
- Unlawful Sale or Delivery of Firearms on the Premises of Any School.
- Armed Violence
- Practice of Nursing without a License
- Endangering Life or Health of a Child
- Permitting Sexual Abuse of a Child
- Cruelty to Children
- Receiving Stolen Credit Card or Debit Card
- Receiving a Credit or Debit Card with Intent to Use, Sell, or Transfer
- Selling a Credit or Debit Card without the Consent of Issuer.
- Using a Credit or Debit Card with the Intent to Defraud.
- Fraudulent Use of Electronic Transmission.
- Manufacture, Delivery, or Possession with Intent to Deliver, or Manufacture, Cannabis
- Cannabis Trafficking
- Delivery of Cannabis on School Grounds.
- Delivering Cannabis to a Person under 18.
- Calculated Criminal Cannabis Conspiracy.
- Manufacture or Delivery, or Possession with Intent to Manufacture or Deliver, a Controlled Substance Other than Methamphetamine, a Counterfeit Substance, or a Controlled Substance Analog.
- Controlled Substance Trafficking.
- Distribution, Advertisement, or Possession with Intent to Manufacture or Distribute a Look-alike Substance.
- Calculated Criminal Drug Conspiracy.

- Delivering a Controlled, Counterfeit or Look-alike Substance to Persons under 18.
- Engaging or Employing Person under 18 to Deliver a Controlled, Counterfeit or Look-alike Substance.
- Violations under the Methamphetamine Control and Community Protection Act.

Disqualifying Offenses that May be Considered for a Rehabilitation Waiver

- Theft (as a misdemeanor)
- Theft of Lost or Mislaid Property.
- Retail Theft (as a misdemeanor)
- Criminal trespass to Residence.
- Reckless Discharge of a Firearm.
- Practice of Nursing without a License.
- Cruelty to Children.
- Receiving Stolen Credit Card or Debit Card.
- Receiving a Credit or Debit Card with Intent to Use, Sell, or Transfer.
- Selling a Credit Card or Debit Card with the Intent to Defraud.
- Using a Credit or Debit Card with the Intent to Defraud.
- Fraudulent Use of Electronic Transmission.

Offenses that Are Always Disqualifying Except Through the Appeal Process

- Solicitation of Murder.
- Solicitation of Murder for Hire.
- First Degree Murder.
- Intentional Homicide of an Unborn Child.
- Second Degree Murder.
- Voluntary Manslaughter of an Unborn Child.
- Involuntary Manslaughter and Reckless Homicide.
- Concealment of Homicidal Death.
- Involuntary Manslaughter and Reckless Homicide of an Unborn Child.
- Drug Induced Homicide.
- Kidnapping.
- Aggravated Kidnapping.
- Indecent Solicitation of a Child.
- Sexual Exploitation of a Child.
- Sexual Misconduct with a Person with a Disability.
- Exploitation of a Child.
- Child Pornography.
- Aggravated Domestic Battery.
- Aggravated Battery with a Firearm.
- Aggravated Battery with a Machine Gun or a Firearm Equipped with Any Device or Attachment Designed or Used for Silencing the Report of a Firearm.
- Aggravated Battery of a Child.
- Aggravated Battery of a Senior Citizen.
- Drug Induced Infliction of Great Bodily Harm.
- Criminal Sexual Assault.
- Aggravated Criminal Sexual Assault.
- Predatory Criminal Sexual Assault of a Child.
- Criminal Sexual Abuse.
- Aggravated Criminal Sexual Abuse.

- Abuse and Criminal Neglect of a LTC Facility Resident.
- Criminal Abuse or Neglect of an Elderly Person or Person with a Disability.
- Financial Exploration of an Elderly Person or a Person with a Disability.
- Armed Robbery.
- Aggravated Vehicular Hijacking.
- Aggravated Robbery.

Illinois Cannabis Control Act:

- Manufacture, Delivery or Possession of Cannabis.
- Delivery of Cannabis on School Grounds.
- Calculated Criminal Cannabis Conspiracy.
- Cannabis Trafficking with Intent to Deliver/Manufacture.
- Delivery to a Person Under 18.

Illinois Controlled Substances Act:

- Manufacture of Controlled/Counterfeit Substance, Controlled Substance Analog.
- Look-Alike Substances.
- Elements of the Offense.
- Delivery to a Person Under 18/Violations on or Near School, Public Housing, Public Park, Intent to Delivery Substances.
- Controlled Substance Trafficking.
- Calculated Criminal Drug Conspiracy.
- Employing a Person Under 18 to Deliver Substance.

PROCEDURE

1. Nursing students complete the criminal background check before the first clinical experience.
2. Criminal background checks are completed online by going to the College's website at www.brcn.edu. Click the Student Services button. On the Student Services page, click the Online Student Verification Center link (www.myvci.com/blessingrieman) and follow the directions.
3. Additional investigation, including fingerprint-based checking, is done if deemed necessary to positively identify a student who may be associated with a criminal act.
4. All students must sign an authorization for the College to disseminate results to any agency requiring the information for clinical privileges. However, agencies will be notified of a student's criminal history when the criminal background check flags a past offense. This notification is in accordance with state and federal laws.
5. A student may request a waiver of the prohibition against them by submitting the following information to the Academic Committee (within 30 days after receipt of the criminal record report).
6. Provide information to initiate a fingerprint-based criminal records check.
7. Pay additional fees for the above records check.

A waiver may be granted based upon, but not limited to, the following mitigating circumstances:

- The age at which the crime was committed.
- The circumstances surrounding the crime.
- The length of time since the conviction.
- The student's criminal history since the conviction.
- The student's current character references.
- Other evidence demonstrating the ability of the student to perform the responsibilities competently and evidence that the student does not pose a threat to the health or safety of resident, patient or clients.

DRESS CODE

POLICY

BRCN expects its students to portray an image that is positive, professional, and consistent with the mission and professional standards of nursing. This image is demonstrated in many ways, but the manner of dress is particularly important when representing the College. As a nursing student, appearance not only reflects on the student as a person, but on the College and the entire profession. Consideration and respect for the profession and the public are to guide the student's choice of apparel.

Dress code guidelines for individual courses are found in the course syllabus or as discussed by the instructor. All students must adhere to the professional dress code within each course.

Clinical Dress

All basic and second degree students are required to comply with the following dress code during clinical unless otherwise stated in a course syllabus.

Students are required to wear the College official uniform.

- Matching royal blue pants and top with the College pin/insignia embroidered on the chest. The uniforms must be purchased from the Attic, located at 1401 Broadway.
- A short or long sleeved crew or turtle-neck T-shirt may be worn under the uniform top. The only T-shirt colors allowed are yellow, gold, white, and black.
- Shoes must be soft soled and skid resistant. Shoes must be cleaned and polished with a closed top and toe. Shoes must be professional in appearance. No canvas or cloth shoes are to be worn. Shoelaces are to be clean and in good repair.
- Hosiery or socks must be worn at all times. Hosiery must be worn with the uniform. Socks, anklets, and knee-highs are acceptable.

The College's official name badge and attached student identifier is to be in good repair (readable and clean) at all times. It must be worn above the waist so it is visible, complying with agency policies, state/federal regulations, and JACHO standards for direct patient care. The badge may not be worn in the clinical facility at any other time when not in the student role. Students may not wear their employer badge while on college campus or clinical facility. Name badges are obtained during clinical orientation in NSG 206 or NSG 216.

Students are required to practice the following standards for hygiene.

- Students are to practice good body hygiene.
- Excessive perfume/cologne, make-up, and smoke odor are not allowed.
- No chewing gum.
- Hair that is longer than shoulder length must be pulled back and secured. Hair must be dyed with a natural-hair color. Non-natural colors such as blue, pink, purple, orange are not allowed.
- Beards and mustaches must be neatly trimmed and not detrimental to safety or infection control.
- Artificial nails or nail enhancements are not allowed. Natural fingernails must be ¼ inch long or shorter.
- Nail polish, if worn, is to be free of cracks or chips. Clear polish is preferred because dark colors obscure the space underneath the tip of the nail, reducing the likelihood of careful cleaning. Nail polish is to be a light or traditional color, such as reds, pinks, coral and taupe. Colors such as purple, green, yellow, black or blue are not allowed. Nail polish with glitter is not allowed.
- Any tattoo that is offensive in nature or has profanity must be covered.

Students are required to practice the following standards for jewelry.

- Excessive jewelry is not allowed.
- The watch must be water-resistant and be able to count seconds.
- Only one ring or band set is allowed.
- No wrist bracelets are allowed.
- Earrings are limited to two (2) per ear. The earrings can be no longer than ½ inch in diameter. Hoops, bars, dangles, or connected jewelry are not allowed. Gauges should be solid and not exceed ¼ inch in diameter.
- Neck chains are not encouraged. If a neck chain is worn, it must be a simple silver or gold chain and not detrimental to safety or infection control. A small charm or pendant is allowed.
- Medical alert tags that are on chains must be worn inside clothing.
- The College will not assume responsibility for jewelry lost or damaged while on campus or during clinical experiences.

Lab Coat/Scrub Jacket

Students may wear either a lab coat, scrub jacket, or uniform when giving patient care, prepping for clinical, visiting assigned patients for whatever reasons, and when working in the Nursing Skills Laboratory. Lab coats/scrub jackets and uniforms are designed to protect the health care worker from body fluids and microbes. Lab coats/scrub jackets are not to be worn in public after clinical hours. When a lab coat/scrub jacket or uniform is contaminated, the student must contact the clinical instructor so the OSHA policy is followed. (See the Health and OSHA Policy). These lab coats and scrub jackets must be embroidered with the College insignia. They are available to purchase from the Attic scrub shop, located at 1401 Broadway, Quincy IL.

Pre-clinical Dress

Semi-professional dress, the College lab coat, or scrub jacket, and name badge are required for pre-clinical preparation. Jeans, shorts, or sweat suits are not allowed at any time. The official College polo shirt and khaki slacks or skirt can be worn for pre-clinical preparation **only when** covered by a lab coat or scrub jacket.

Community Service Dress

The official College polo shirt and khaki slacks or skirt are worn when representing the College in settings other than the acute care setting. The polo shirt must be tucked in so that no skin will show when bending over or the arms are raised. The polo shirt is purchased from The Attic scrub shop, 1401 Broadway.

Examples of events that represent the College in the community are professional service activities, recruitment events, and clinical experiences in the community or with community agencies. Students are advised to read course syllabi to determine when to wear community service dress for course required events. Students are encouraged to clarify with faculty, the Student Services Officer, the Student Nurses Organization, or the event coordinator when uncertain about the appropriate dress for a specific event.

Professional Dress

Professional dress is not the same as community service or business casual dress. Examples of professional dress include:

- Suit skirt/pants and suit jacket with shirt or blouse (A tie is preferred for men).
- Dress with jacket or blazer.
- Slacks and jacket with collared shirt or blouse.
- Pantsuit trousers and jacket with shirt or blouse.

- Coattress, shirtwaist dress, or knit dress.

Students are encouraged to clarify with faculty, the Student Services Officer, the Student Nurses Organization, or the event coordinator when uncertain about the expected dress for the event.

Supplies

All sophomore students are required to purchase a supply kit that includes a stethoscope, bandage scissors, and penlight. The kit is purchased online using a link on the College's website. The link is located under the Services tab, Student Services link, Student Services Requirements link. On the Student Services Requirements page, click the link under Clinical Supplies.

NOTE:

- Cloth stethoscope covers are not allowed.
- Read the course syllabus to determine the supplies that are required for individual nursing courses.

ENROLLING AS A NON-DEGREE STUDENT

POLICY

The College welcomes non-degree-seeking students who wish to take nursing courses for personal or professional enrichment. Space permitting non-degree-seeking students may enroll in up to two nursing courses if they meet course prerequisites, obtain the consent of the instructor, and follow the enrollment procedure. Non-degree-seeking students are not nursing majors and are designated as Non-Degree-Seeking students.

A candidate for non-degree-seeking status must complete an information sheet available through the College's Registrar's Office.

NOTE: A non-degree-seeking student may request degree-seeking status by following the regular admissions process.

GOOD ACADEMIC STANDING

POLICY

Good Academic Standing for Full-time Students

Each student must meet the following requirements to be considered in good academic standing as a full-time student:

- Enrolls in a minimum of 12 semester credit hours and maintains this course load throughout the academic semester.
- Maintains a cumulative grade point average (GPA) of 2.5 (2.7 effective June 2014 for new students)
- Maintains a cumulative support course GPA of 2.5 (2.7 effective June 2014 for new students)
- Maintains a cumulative nursing GPA of 2.5 (2.7 effective June 2014 for new students)
- Earns a minimum of "C" in all required nursing courses and earns a minimum of "C" in all required prerequisite and support courses by the time they are required as prerequisites. A grade of "C minus (C-) is not acceptable.
- Complies with the student code of conduct (See the section, *Student Conduct Policies and Procedures*.)

Any student who does not meet the above requirements is placed on academic probation and therefore is no longer considered in good academic standing (see *Academic Probation*). However, a student may still be considered in good academic standing when unsuccessful on a required standardized competency test but meets all other progression requirements **and** continues to implement his/her individualized academic plan recommended by the Academic Committee.

Good Academic Standing for Part-time Students

Each student must meet the following requirements to be considered in good academic standing as a part-time student:

- Enrolls in a maximum of 11 semester credit hours and maintains this course load throughout the academic semester.
- Maintains a cumulative grade point average (GPA) of 2.5. (2.7 effective June 2014 for new students)
- Maintains a cumulative support course GPA of 2.5. (2.7 effective June 2014 for new students)
- Maintains a cumulative nursing GPA of 2.5. (2.7 effective June 2014 for new students)
- Earns a minimum of "C" in all required nursing courses and earns a minimum of "C" in all required prerequisite and support courses by the time they are required as prerequisites (this alone does not meet progression requirements). A grade of C minus (C-) is not acceptable.
- Complies with the student code of conduct (See *Student Code of Conduct*.)

Any student who does not meet the above requirements is placed on academic probation and therefore is no longer considered in good academic standing (see *Academic Probation*). However, a student may still be considered in good academic standing when unsuccessful on a required standardized competency test but meets all other progression requirements **and** continues to implement his/her individualized academic plan recommended by the Academic Committee.

GRADUATION HONORS

POLICY

Degree with Distinctions are award by the College for the following accomplishments:

- Summa cum laude, with highest distinction: 3.850 or higher cumulative nursing GPA.
- Magna cum laude, with great distinction: 3.70-3.849 cumulative nursing GPA.
- Cum laude, with distinction: 3.500-3.749 cumulative nursing GPA.

These honors are noted on the student's transcript. Students receiving these honors receive a blue and gold cord prior to the graduation ceremony. All graduation requirements must be documented as completed prior to commencement for honors to be announced at commencement.

NOTE: Students receiving master's degrees are not eligible for graduation with honors.

INDEPENDENT STUDY

POLICY

The purpose of the independent study is to allow students to increase knowledge in an area of particular interest and/or carry out a research project to receive academic credit. Students in good academic standing may earn academic credit through the completion of an independent study. A maximum of three (3) credits may be earned during his/her academic career at the College.

PROCEDURE

The procedure to obtain approval for an independent study is completed during the semester before the study begins. To receive approval for an independent study, the student must:

1. Obtain the advisor's consent and the consent of the faculty member who will be responsible for giving guidance during the study and evaluating the outcomes of the study.
2. Obtain an independent study proposal form from the College Registrar's Office and collect all signatures specified on the form.
3. Write a proposal that includes the objectives, outcome measures, content, and time frame for the independent study. This step is to be mutually acceptable to the student and the faculty member.
4. Present the proposal to the Curriculum Committee to receive the committee's advice and approval. The Curriculum Committee chairperson will sign the independent study proposal form when the proposal is approved by the committee.

Return the completed independent study proposal form to the College Registrar's Office.

LEAVE OF ABSENCE

POLICY

Students are expected to be continuously enrolled and students who cannot maintain this enrollment are encouraged to discuss taking a leave of absence (LOA) with their advisor. An LOA is defined as a temporary period of non-enrollment in courses. Except for military service, a leave may be granted for a period of one semester at a time, for a maximum of two semesters during enrollment at the College.

Students may need to temporarily suspend their enrollment for reasons they cannot control. Examples of reasons for an LOA include:

- Military service.
- Pregnancy.
- Illness or health restrictions for a period of time.
- Family emergency.

Students who take a leave of absence during the semester are withdrawn from courses because an LOA is a period of non-enrollment. Students' withdrawal date will be the first date of the LOA and any refunds, student progress, and the return of federal aid will apply as of this date. Students are encouraged to read the financial aid section of the catalog/handbook and contact the Financial Aid Coordinator to learn more about the effects of course withdrawal on financial aid. Students are also encouraged to read the *Withdrawing from Courses or the Program* policy and discuss any issues with their advisor.

Students on LOA have the following privileges: communications from the College, registration, library access, and email accounts. All clinical agency privileges and access are terminated during the LOA time period. Because they are not enrolled students, they cannot fulfill any program requirements during the LOA period and they will not be billed for College courses. Students returning from LOA will automatically return to the status they had before the LOA was granted. Students returning from LOA will be subject to current degree requirements.

Students who do not return after the LOA period and do not apply for a regular withdrawal are administratively withdrawn and the last day of attendance will be the date the LOA began. Students on a regular or administrative withdrawal are required to reapply in order to return and there is no guarantee of readmission.

Students who do not have an approved leave of absence and are not attending classes and/or do not register for the following semester may experience negative consequences related to academic, financial aid, and other student issues.

PROCEDURES

Requesting a Leave of Absence (LOA)

The student requesting an LOA takes the following steps.

1. Meet with his/her advisor to process the form.
2. Obtain the necessary signatures.
3. Return the completed form to the College Registrar's Office.
4. Meet with the Financial Aid Coordinator to discuss the ramifications of the LOA on financial aid.

Returning from Leave of Absence (LOA)

The student returning from LOA takes the following steps.

1. Meets with his/her advisor to discuss finishing the program, design a success plan, and register for classes.
2. Meet with the Financial Aid Coordinator to discuss status with financial aid.
3. Complete a skills check off at appropriate level (i.e.: sophomore, junior, senior) with simulation faculty prior to re-enrollment.
4. Complete a criminal background check no more than 60 days before the start of the semester.
5. Complete a drug screening no more than 30 days before the start of the semester.

Acceptance is conditioned on passing the required background check and drug screening. A student may have his or her acceptance revoked if the drug screen is positive or disqualifying offense (as found in the 225 ILCS 65/70 Nurse Practice Act) is found on the criminal background check. A nonexclusive list of disqualifying offenses can be found under the *Criminal Background Check* policy, or on our website at:

www.brcn.edu/student-services/requirements

Students wishing a leave of absence from Culver-Stockton College or Quincy University must obtain and process the appropriate form through that institution's Registrar's Office.

LIABILITY INSURANCE

All students are required to carry liability insurance. If you have an active CNA, LNP or RN license, you must first purchase Professional Liability Insurance and then add the student coverage for free. Click on the link here: <https://www.nso.com/application/step1.jsf> to begin the application process and purchase the required liability insurance. Blessing-Rieman College of Nursing and Health Sciences must be listed as the Certificate Holder. The Certificate Holder's email should be listed as studentservices@brcn.edu.

All undergraduate students will be required to show proof of this during the fall registration process. Graduate students must show proof during the admissions process.

MAKE UP OF ACADEMIC DEFICIENCIES

POLICY

Progression to the next year of nursing courses is dependent on makeup of all deficiencies.

A student who receives a grade that is lower than a “C” in a nursing or support course must repeat the course to regain good standing. The repeated course must be taken at Culver-Stockton College/Quincy University or the College for the first grade to be omitted from GPA calculations. However, the first and second grade for the repeat course will appear on the transcript.

When calculating the GPA, only the hours and grade points of the most recently-earned grade will be counted. Grades for transferred courses are not calculated into the GPA unless taken during continuous or concurrent enrollment in courses at the College and/or Culver-Stockton College/Quincy University. However, these courses are counted toward progression requirements and total hours toward graduation.

PARTICIPATION IN GRADUATION CEREMONY

POLICY

The College has one commencement ceremony in May of each year. All graduating students must fill out an Application for Graduation form by March of that year with the College’s Student Services Officer. For those students in the joint program with Quincy University or Culver-Stockton College, please refer to that school’s catalog for specific requirements for your campus. Undergraduate students who are seeking a degree from the College only (ex: advanced placement students) and who have six (6) or fewer credits to complete for the baccalaureate degree may participate in the May graduation ceremony.

PROCEDURE

These students must:

1. Complete the *Application for Graduation without Completion of Requirements* form that is obtained from the College’s Registrar’s Office.
2. Provide proof of registration for the remaining credits needed.
3. Complete the remaining requirements during the summer session immediately following the May graduation.
4. Provide final proof of completion with an official transcript immediately following completion of the remaining credits.

Undergraduate students who are seeking a degree from one of the College’s joint nursing programs must follow the partner institution’s policy on participating in a graduation ceremony without completing all degree requirements. These students are to refer to the Culver-Stockton College or Quincy University catalog.

PETITION FOR EXCEPTION TO POLICY

POLICY

A student may petition for an exception to policy if extenuating circumstances exist regarding academic progression. Forms are available from the College’s Registrar’s Office and from the student’s Academic Advisor. All designated persons must approve the exception before it can be presented for a final decision. Undergraduate students submit their exceptions to the College’s Academic Committee. Graduate students submit their exceptions to the MSN Program Committee.

Appeal of formal decisions regarding grades, probation, denied exceptions to policy, suspension and dismissal are not subject to policy exceptions.

PRE-REGISTRATION

POLICY

Pre-registration is the process of signing up for next semester's courses. During pre-registration week, students are expected to meet with their advisor to determine which courses will be taken during the upcoming semester. Students are expected to be prepared to select their desired and alternative choices for class and clinical sections. Although a registration form is completed during pre-registration, registration is not official until the college Registrar places all students in the courses that they need in order to progress and graduate.

The purpose of pre-registration is to provide information about students' choices for class and clinical sections, allowing the College to provide class and clinical space for all students in such a manner that students can progress in a timely manner. Therefore, students do not always get their first choice for a class or clinical but will get the courses they need to progress and graduate.

The College guarantees that the student will be enrolled in courses that they need in order to progress through the program and graduate but does not guarantee enrollment in the student's desired or first choice of class and clinical sections.

NOTE: The College reserves the right to change course schedules at any time before the semester begins.

PROCEDURE

All students bring their registration forms signed by the advisor to the College Registrar's Office. Students must register through the College's campus to avoid major conflicts and delays in scheduling and billing.

PROFESSIONAL NURSING INTERNSHIPS

Internships provide the opportunity for students to develop, refine, and advance their skills and gain valuable experience in a professional atmosphere. Internships are authentic in-depth extensions of the academic program, integrating the theoretical orientation of the classroom with actual practice in the field.

Internships are defined as learning experiences which take place outside of the classroom and are characterized by:

- Exposure to situations not generally acquired in the classroom or regular clinical setting.
- Supervision by a recognized authority in the field.
- Academic guidance from a faculty member.
- Evaluation of the internship.

Students may earn from one to three hours during a single semester. A maximum number of 6 credits can be earned towards the baccalaureate degree. A minimum of 45 clinical practice hours is required to earn one hour of academic credit.

Students must have a nursing grade point average of 2.5 or better (2.7 effective June 2014 for new students). The student must also:

- Received employer acceptance.
- Obtain advisor's approval.

NOTE: Tuition and fees apply to all internships. Internships are graded pass/fail.

RULES DURING THE ADMINISTRATION OF STANDARDIZED TESTS

POLICY

The College participates in a comprehensive assessment of academic progress through standardized testing. When standardized tests are administered, the following rules are enforced:

- Students are responsible for obtaining the test schedule and signing up for one of the test dates.
- There is a set limit of breaks during the exam.
- Only one student can take a break at any time.
- Students are assigned an escort who accompanies them on break.
- Students who are tardy for the exam cannot take the exam and must reschedule another exam session.
- There will be a time limit to complete the exam.

The purpose of these rules is to mimic the NCLEX-RN exam thereby preparing students for success with this licensure exam.

SIMULATION CENTER PROFESSIONAL INTEGRITY AND CONFIDENTIALITY AGREEMENT

POLICY

Nursing students are expected to actively participate in simulated clinical experiences (SCEs). The content of these simulations are to be kept confidential in order to maintain the integrity of the learning experience and it is considered unethical to share any information regarding simulation scenarios with others. Therefore, students sign a professional integrity and confidentiality agreement when participating in a simulation for the first time.

Students will be observing fellow students during simulated clinical experiences and their performances are not to be discussed with anyone outside of the SCE. The unauthorized release, mishandling of confidential information, or inappropriate exchange of information related to the simulation environment is prohibited, and serious consequences may occur as identified in the Student Code of Conduct when the professional integrity and confidentiality agreement is violated.

Students are expected to adhere to the following guidelines when participating in a SCE.

- All patient information is confidential and any inappropriate viewing, discussion, or disclosure of this information is a violation of policy.
- This information is privileged and confidential regardless of format: electronic, written, overheard or observed.
- The Simulation Center is a learning environment. All scenarios, regardless of their outcome, should be treated in a professional manner. Those running the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and not to be used for humiliation of fellow students.
- The simulators are to be used with respect and be treated as you would treat patients.

- The simulators must not be mishandled. Do not remove any Velcro on the simulator, or inappropriately insert fingers into orifices.
- Do not use betadine or ink pens near the simulators.
- Personal devices **may not** be used to photograph, video or audio record simulation experiences or actual lab experiences.

Photography Release

Students sign a photography release in order to participate in simulations in light of the media that are used in the Simulation Center. Recordings of simulations may be used for debriefing and for educational purposes. Students, staff, and faculty may be recorded for the purpose of education, research, and/or quality improvement. During simulations, visitors may be authorized to observe when granted permission by the College. Recorded student videos, photos, or other media may be used in publications, proceedings, and/or conferences for educational purposes only. To release this information, the student must have signed the professional integrity and confidentiality agreement.

STUDENT ATTENDANCE

POLICY

Class Attendance

Students are responsible for complying with attendance requirements as established by each instructor. At the end of the add/drop period (five (5) class days after the class begins), faculty must report to the Registrar any student that has not attended classes. If a student has not attended any classes by that date and has not communicated the reason for their absence with a college administrator or instructor(s), the student will be administratively withdrawn from classes.

Online Attendance

Online courses are no different from classroom courses and students are expected to participate in all instructional activities as established by each instructor. At the end of the add/drop period (five (5) class days after the class begins), faculty will report to the Registrar any student who has not logged in as documented by Blackboard student tracking, posted on the Discussion Board, submitted/completed assignments, and/or communicated with the instructor. If a student has not participated by that date and has not communicated the reason for their absence with a college administrator or instructor(s), the student will be administratively withdrawn from online classes.

PROCEDURE

If a student has any unexcused absence (not attending class(es)), stops coming to class or communicating with the faculty, or does not complete weekly assignments at any point during the semester, the faculty should notify the Registrar within 48 hours via e-mail. The faculty should also complete the Academic/Code of Conduct Notice form. The Registrar will notify the student's academic advisor and the financial aid coordinator. The faculty will make a decision as to when they feel the student can no longer meet the attendance policy as outlined in their syllabus. The instructor will determine the grade of record, and if the student should be withdrawn from the course or receive a non-passing grade.

STUDENT CLASSIFICATIONS

Policy

Level	Classification Requirements for Academic Standing	Classification Requirements for Financial Aid
Sophomore	Enrolled in 200 level clinical nursing courses	30-59 earned credit hours
Junior	Enrolled in 300 level clinical nursing courses	60-89 earned credit hours
Senior	Enrolled in 400 level clinical nursing courses	90+ earned credit hours

STUDENT LOAD

POLICY

The number of semester hours a student is advised to take depends on scholastic ability. A student may register for 1-18 credit hours each semester. In order to earn 124 semester hours and graduate in 8 semesters, a student must average 15.5 hours each semester.

UNSAFE STUDENT PRACTICE

POLICY

Unsafe student practice is measured in various ways. Faculty may use any or all of the following policies found elsewhere in this catalog/handbook and clinical agency policies when evaluating the safety of a student's practice in the clinical setting:

- Student Code of Conduct.
- Confidentiality.
- Academic Dishonesty.
- Alcohol and Drug Use Policy.
- HIPA.

To be safe, the student always refrains from putting the patient and/or nurse at risk and consistently demonstrates the following behaviors:

- Caring is apparent in behavior and communication.
- Prepares for clinical practice.
- Completes care in a reasonable time frame.
- Requires an appropriate level of supportive and directive cues from clinical faculty (explained in individual course clinical tools).
- Acts in accountable and responsible manner.
- Acts in accordance with the AACN, ANA and QSEN values of professional nursing.
- Acts in accordance with legal and ethical standards of nursing.

A student whose pattern of behavior is found to be unsafe may be dismissed from a clinical course or practicum for reasons of unsafe practice at any time during the semester and may be given a grade of "F" for the course. At the time of receiving a failure ("F") due to unsafe practice in a clinical course, the student fails the entire course at that time and no longer has the option to withdraw from the course.

READMISSION POLICIES

GOOD STANDING FOR READMISSION

POLICY

A student who has been dismissed or otherwise not in attendance without a formal leave of absence must apply for readmission. The decision to readmit after suspension is made by the Academic Committee.

READMISSION TO THE PROGRAM

POLICY

A student may apply for readmission to the College at any time. The student must meet current admission and progression requirements. The application form for readmission may be obtained from the College's Admissions Office. When it has been completed and returned, the Registrar's Office initiates the process for readmission. This process includes a review of the student's application by the Academic Committee.

The Academic Committee reserves the right to not re-admit students based on their past academic performance and/or behavior as a student. Students who were suspended for academic reasons cannot apply for readmission for one semester. Students who were dismissed for academic reasons cannot apply for readmission.

READMISSION FOLLOWING A SUSPENSION

POLICY

A student who has been suspended for academic reasons may apply for re-admission through the Admissions Office at the end of the spring (May 15th deadline) or fall semester (December 15th deadline) following the suspension. A student may be re-admitted only once.

PROCEDURE

1. Re-admission application.
2. Official transcripts of courses completed or in progress since suspension. (If unable to submit transcripts by the May or December 15th deadlines, please notify the admissions office).
3. Letter to the Academic Committee including:
 - a. A self-reflection regarding the factors that contributed to the lack of academic success;
 - b. Actions taken to improve the student's likelihood of success;
 - c. Actions taken regarding recommendation made by the Academic Committee upon suspension, including Learning Resource Center and/or counseling interventions;
 - d. An action plan for success upon re-admission (Include written description and table template outlining the plan for success).
4. Documentation of validated clinical skill competencies (per the College's Simulation Center faculty) at the re-entry level prior to the date of re-entry into the program - if being re-admitted at the junior or senior level.
5. The College requires that all students being re-admitted complete a criminal background check and drug screening prior to beginning class. The drug screening must be done no more than 30 days before the start of class. The background check must be done no more than 60 days before the start of class. Re-admittance into

the College is conditional on passing this required background check and drug screening. A re-admitted student may have his or her acceptance revoked if the drug screen is positive or if disqualifying offenses (as found in the 225 ILCS 65/70-5 Nurse Practice Act) are found on the criminal background check. A nonexclusive list of disqualifying offenses can be found in the Criminal Background Check policy, or on our website at: www.brcn.edu/student-services/requirements.

DISMISSAL, SUSPENSION, ADD/DROP COURSES, AND WITHDRAWAL POLICIES AND PROCEDURES

SUSPENSION AND DISMISSAL

POLICY

Suspension

Suspension is a temporary debarment/separation from the College and may occur at any time during the semester. Students may apply for readmission following a semester absence. A student will be allowed one suspension during his/her time at the College. Students who are readmitted after suspension will be placed on probation for one (1) semester.

Dismissal

Dismissal is a final debarment/separation from the College and may occur at any time during the semester. Students who are dismissed are not eligible for readmission.

Conditions for Suspension/Dismissal

The College reserves the right to suspend or dismiss students from the College's programs regardless of the cumulative grade point average for any one (1) of the following reasons:

- A grade of "F" in any College clinical course due to a clinical failure.
- A grade of "D" or "F" in any two required nursing College courses or repeated required nursing or College course(s) at any time in the nursing or College program (*this standard still applies when a prior course has been repeated and a grade of "C" or better is earned*).
- Not meeting progression requirements.
- Unsafe clinical performance as outlined in the "Unsafe Student Practice Policy #1.48."
- Failure to comply with the policies of the program.
- After any two consecutive semesters on academic probation.
- Violations of ICARE or the Student Code of Conduct.
- Academic dishonesty.
- Suspension or dismissal from Culver-Stockton College, Quincy University or any partner institution.

CHANGING COURSE SCHEDULE PROCEDURE

POLICY

A course schedule can be changed by submitting a change of registration form. The form may be obtained from the College's Registrar's Office and must be signed by the student's academic advisor, the financial aid

coordinator and the College's Registrar. All changes must be made before the deadlines listed on the current academic calendar.

Add/Drop Dates

The last day to add or drop a full semester or eight (8)-week course will be the fifth working day of the course. The last day to drop a five (5)-week or fewer course whether interim, summer, or semester term will be the second working day of the course. Deadlines are listed on the academic calendar and the College website. For add/drop dates for non-nursing courses, please refer to the Culver-Stockton or Quincy University add/drop policies. Census day will be five (5) business days after the first day of the semester.

PROCEDURE

Adding a Course

Students may add a course to their schedules up to the last add date. Once the add date has passed, no more courses can be added to a student's schedule for that semester.

Dropping a Course

Students may drop a course from their schedules up to the drop date. There is no academic penalty for dropping a course and the course will not appear on the transcript. Once the drop date has passed, any course removed from the student's schedule will be considered a withdrawal.

WITHDRAWING FROM COURSES OR THE PROGRAM

POLICY

Withdrawing from a Course

Any individual course dropped after the last drop date is considered a withdrawal and receives a "W" on the transcript. To withdraw from a course, the instructor's approval and signature are required. There is no academic penalty for withdrawing from a course before the deadline. Once the withdraw date has passed, any course not finished results in a grade of "F."

Withdraw Dates

The last day to withdraw from a full semester course will be the first Monday in November (fall semester) and the first Monday in April (spring semester). The last day to withdraw from an eight (8)-week course will be the sixth Monday of the course. The last day to withdraw from a five (5) week or fewer week course will be the second Monday of the course.

Limits on Withdrawing from a Nursing Course

Students are only allowed to withdraw and re-enroll in the same nursing course one time. Students must complete the course when enrolled in it for the second time. Failure to complete the course for the second time may result in dismissal or suspension from the program. Failure to pass the course after re-enrolling may also result in dismissal from the program.

Once students are notified that they will be failing a nursing course, they no longer have the option to withdraw from the course.

Withdrawing from the Nursing Program

Any student who no longer is enrolled in nursing courses at the College, with the exception of a dismissal/suspension, must complete a withdrawal form. Reasons for withdrawing include transferring to another program, leaving college, or changing majors.

Withdrawing from a Partner Institution

A student who wishes to withdraw from Culver-Stockton College obtains and processes the appropriate form through the Culver-Stockton College Registrar's Office.

A student who wishes to withdraw from Quincy University obtains and processes the appropriate form through the Quincy University Registrar's Office.

PROCEDURE

A student who wishes to withdraw from the College is to:

1. Obtain a Withdrawal Form from the College's Registrar's Office and collect all the signatures specified on the form.
2. Return the completed Withdrawal Form to the College's Registrar's Office.

Students are to be aware that the following events occur when withdrawing from the College:

- The Student Services Office collects the student's badge backer, mailbox key, and Blessing Hospital identification badge.
- The College's Information Technology Coordinator terminates the student's e-mail account.
- The CAMS/Blackboard Manager disables the student's access to these online services.
- Blessing Hospital disables the student's access to BAR, NetLearning, and other web-based applications.
- The College's Registrar notifies the partner institution and the Blessing Health System's Termination group.

GRADES AND GRADING POLICIES

GRADES

POLICY

Grades earned in courses are based on grade points that are measures of quality. They are assigned as follows:

Percent	Letter Grade	Grade	Performance Level
93 - 100	A	4.00	Outstanding
85 – 92.9	B	3.00	Above Average
77 – 84.9	C	2.00	Satisfactory
70 – 76.9	D	1.00	Unsatisfactory
≤ 69.9	F	0.00	Failing
	W	No Effect	Withdrawn
	I	Temporary Effect	Incomplete

GRADING

POLICY

A student must achieve a grade of “C” or above in the theory portion of the course and meet all competencies as identified in the clinical portion of the course in order to receive a passing grade for the course. All requirements of the course must be met before a grade is given. An “Incomplete” may be given at the discretion of the course instructor.

To receive a grade of incomplete-satisfactory, prior arrangements must be made with all pertinent faculty. Course requirements must be completed prior to the beginning of the next semester. Students must take all examinations and complete all course requirements to receive a grade. Failure to do so may prevent enrollment in the next courses.

Students may request to take examinations earlier or later than scheduled due to unusual circumstances. All changes must be prearranged with the course faculty. Faculty retains the right to refuse requests.

In all courses, students must earn a 77% test average to successfully complete the course. No more than 10% of the grade in any course will be from standardized tests. There is no rounding of grades.

Incomplete Grade

A grade of Incomplete (I) for a course is given at the discretion of the course instructor. An Incomplete grade for any nursing course must be removed before the student enrolls in any nursing course for the following semester. No student will receive a passing grade in a nursing course without completing the course requirements. Prerequisite course requirements cannot be met with an Incomplete grade. Incomplete grades for non-nursing courses fall under the policies of Culver-Stockton College or Quincy University.

Pass/Fail Grades

Certain courses, that are not specifically required for graduation, can be taken for a pass/fail grade provided the student:

- Has junior or senior standing.
- Has a cumulative GPA of 3.000 or higher.
- Takes no more than one pass/fail course each semester.
- Designates a course as a pass/fail by midterm of the semester in which the course is taken.

After mid-semester, no course designated as pass/fail can be changed to a graded course. No general education requirement or course in the major or minor fields can be taken pass/fail. Two (2) credit hours of nursing electives are required in the BSN degree plan and cannot be taken as Pass/Fail. Additional nursing elective

credits can be taken as pass/fail. To receive a grade of “P” (Pass), the student must perform at a level of “C” or better. The pass/fail grade does not affect the student’s grade point average.

GRADE REPORTS

Grade reports for students enrolled in the joint nursing program with Culver-Stockton College or Quincy University are accessed online by going through the partner’s website. Advanced placement and LPN-BSN students may request a grade report from the College’s Registrar Office.

TRANSFERRING CREDIT POLICIES

EVALUATION OF CREDIT FOR TRANSFER

POLICY

Joint Program

Non-nursing courses are evaluated for transfer of credit by the Registrar’s Office at Culver-Stockton College or Quincy University. All nursing courses are evaluated by the College’s Registrar’s Office.

Second Degree BSN, RN to BSN, RN-MSN, MSN, and Respiratory Care Programs

All courses are evaluated by the College’s Registrar’s Office.

Student’s Responsibility

It is the responsibility of the student to provide any syllabi and/or course descriptions that are requested for the purpose of evaluation by the College’s Registrar and/or the Registrar of Culver-Stockton College or Quincy University.

OFFICIAL TRANSCRIPTS

POLICY

Students who attended other institutions of higher learning must submit official transcripts from these institutions before credits are transferred, validated, or evaluated and to receive state or federal aid.

Second Degree BSN, RN-BSN, RN-MSN, MSN and Respiratory Care Students

Advanced placement and RN-BSN students must submit official transcripts from all colleges previously attended to be considered for admission into the program. Transcripts are considered official when they are sent directly from the institution in a sealed envelope, the envelope is unopened, and the school seal with the Registrar’s signature is on the document. Transcripts marked "Issued to Student" are not official transcripts and therefore cannot be used to transfer, validate, and evaluate credit. Paper grade reports, faxes, and online grade downloads are not official documents and cannot be used to transfer, validate, and evaluate credit. Official electronic transcripts are accepted if sent by secure electronic delivery system (ex: e-SCRIP-SAFE).

Basic, Transfer, and LPN Students

Students attending Culver-Stockton College or Quincy University submit official transcripts to the partner institution before enrolling in the program and the College will use these documents as official transcripts.

TRANSFER OF CREDIT POLICY FOR THE COLLEGE

POLICY:

Academic credit for a course earned at a regionally-accredited institution prior to enrollment in the College will be accepted if:

- The work is relevant and equivalent to the College's curriculum.
- The grade for the course is "D" or better. However, the College does not accept a grade of "C-" or below for support and nursing courses.
- The course does not repeat any course taken at the College.
- Only 6 hours or less will be accepted at the "D" level.
- Only credits are transferred.
- Grades are not transferred and therefore are not part of the cumulative GPA.
- Courses transferred as support courses will be calculated into the support course GPA.
- Courses that are transferred are applied towards degree requirements when their content is equivalent to the College's curriculum.
- All transfer students must meet all program requirements for the Bachelor of Science in Nursing degree. It includes specific general education prerequisites for nursing courses.

VALIDATION TESTING FOR CREDIT

POLICY

Recognition of credit for prior knowledge may be obtained by successful completion of subject College Level Examination Program (CLEP) tests, Advanced Placement (AP) Tests of the College Board, and Regents tests. Students may take CLEP tests in areas in which they have already achieved proficiency. Performance at or above the designated level of achievement is accepted for credit.

PROCEDURE

Arrangements to take specific CLEP tests are to be made with the Registrar's Office at Culver-Stockton College or the Office of Academic and Support Services at Quincy University. Arrangements to take specific Regents tests are to be made with the Regents and Sylvan Technology Centers. Registration information is available from the College's Registrar's Office.

COMPUTER USAGE POLICIES AND PROCEDURES

ACCEPTABLE USE OF COLLEGE INFORMATION TECHNOLOGY RESOURCES

POLICY

The College's information technology resources may only be used for activities that support the mission and purposes of the College. The College's information technology resources include but are not limited to: All College owned or provided hardware, software, and computer networks (both "wired" and "wireless").

By using the technology provided by the College, all faculty, staff, students, and guests of the College agree to abide by all applicable policies. Any person who violates these policies will be subject to evaluation of consequences under the College's Just Culture and Student Code of Conduct. Students, staff, and faculty are held to the American Nurses Association (ANA) social media standard. If necessary, the College reserves the right to advise appropriate legal officials of any illegal violations.

Privacy Expectation when Using Information Technology Systems and Applications

The College will make all reasonable attempts to provide security and privacy for all users. This however does not guarantee privacy on any information technology system or application. Users are expected to be responsible and use good judgment when transmitting information electronically. All users of the College's information technology resources will respect and protect the confidentiality of other's information at all times.

User Responsibilities

All users of the College's information technology resources have an obligation to use their access to the Internet and email in a responsible and informed way, conforming to all policies, network etiquette, customs, courtesies and any or all applicable laws or regulations.

- All users must keep secure all data, computer files, or email containing private or confidential information.
- All users are responsible for keeping the credentials for their computer accounts secure and up to date and will follow all applicable password and security policies. Users must not share their account information with anyone, including friends, family, students, or faculty and staff. The College's Information Technology (IT) Department staff does not ask for passwords. Users needing IT assistance will be asked to enter their own passwords themselves.
- All users are expected to check their College assigned email on a regular basis. All official College email communications will be sent there. Users must periodically maintain their email account to prevent their mailbox from being full.
- All users are expected to save any computer files or data in the appropriate location with appropriate security. Files should be saved to the appropriate network drives or portable storage device such as a USB drive, CD, and never on the local hard drive of the computer. The College's IT Department is not responsible for recovering files stored on the local computer.
- As with other forms of publications, copyright restrictions/regulations must be observed.
- All users shall be aware that their conduct/information they publish can reflect on the reputation of the College. Therefore, professionalism in all communications is of the utmost importance.
- All users may use personal devices such as laptops, tablets, phones, etc., to connect to the College's "public" Wi-Fi network. Configuring and maintaining any such devices is the user's responsibility.

Unacceptable Uses

The following activities are, in general, prohibited. Under no circumstances is a user of College-owned or provided resources authorized to engage in any activity that is illegal under local, state, federal or international law.

Examples of inappropriate conduct on the Internet, intranet, and email include, but are not limited to:

- Users may not print, remove, or otherwise share, any patient related information from Blessing Hospital, or other agencies. Storage of any patient information on the College network, computers, or portable storage devices is strictly prohibited.
- Transmitting confidential or private information over the Internet, email, or by other means, outside of the network without encryption.
- Disclosing or sharing your security code or password with others.
- Engaging in illegal activities or using the Internet for any illegal purposes, including initiating or receiving communications that violate the College's Code of Conduct or any laws and regulations. This also includes malicious use, spreading of viruses and hacking. Hacking means gaining or attempting to gain unauthorized access to any computers, computer networks, databases, data or electronically stored information.
- Transmitting statements, language, images or other materials that are reasonably likely to be perceived as offensive or disparaging of others based on race, national origin, gender, sexual orientation, age, disability, religious or political beliefs.
- Use of abusive or objectionable language in either public or private messages.
- Knowingly visiting pornographic, racist, discriminatory, anti-Semitic, anti-U.S., gambling or illegal sites, or any other sites deemed inappropriate by the College.
- To send, receive, solicit or store material, messages, or images that are vulgar, offensive, sexually oriented, anti-Semitic, or racist. If you receive unsolicited materials containing inappropriate content, immediately inform the sender that this type of email is considered inappropriate and is a violation of College policy.
- Sending or forwarding electronic chain letters or other unsolicited e-mail.
- Attempting to read, delete, copy, or modify another user's email with malicious intent.
- Attempting to read, delete, copy, or modify another user's or electronic files or data without authorization.
- Soliciting money for religious or political causes, or advocating religious or political opinions.
- Use of information technology resources to harass, threaten or stalk others.
- Posting personal comments or opinions on Internet news groups, bulletin board systems, web pages, social media, blogs, chat rooms, etc. or sending personal comments and opinions via email that would give readers the idea that you are speaking on behalf of the College.
- Storing personal entertainment files such as movie, or music files on the College's network.
- Copying, disseminating or printing copyrighted materials (including articles, images, movies, music, games, or other software) in violation of copyright laws.
- Downloading or installing software or hardware without it first being approved by the College's IT Department.
- Activities that interfere with or disrupt information technology resources normal operations, maintenance, or security.
- Activities that will cause congestion and disruption of networks and systems includes, but not limited to, non-college related streaming audio or video content, Internet games, online gaming, "Peer-to-peer" file sharing, unnecessary email subscriptions and email attachments.
- Connecting devices to the internal network without it first being approved by the College's IT Department. No personal hardware may be connected the College's internal "private" network.
- Users who intentionally abuse or damage information technology resources may be held responsible for repair charges or cost of replacement. Report all known instances of intentional abuse and damage to the College's IT Department.

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) AND HEALTH AGENCY POLICIES

POLICY

College personnel and students may have access to Protected Health Information (PHI) as part of their educational assignments when on a clinical site or by accessing the computer systems of Blessing Health System or other health agencies. College personnel and students are required to adhere to all data privacy and data security policies in effect at these agencies such as those related. It is absolutely prohibited to print, copy, or otherwise save any PHI to any College computer system or personal devices.

Inappropriate use of PHI may be subject to evaluation of consequences under the College's Student Code of Conduct. Failure to adhere to federal, state and local laws regarding the use of Blessing Health System or other health agencies computer systems and the sensitive data they contain can also result in personal financial liability and legal prosecution.

SOFTWARE AND HARDWARE REQUIREMENTS FOR STUDENTS

POLICY

In the College learning environment, computer software and hardware allows the student to communicate with faculty, staff, and other students. Without the appropriate software and hardware, students will not be able to access many course materials, collaborate with faculty, and complete assignments for submission and grading.

Microsoft Office Compatibility Requirements

All courses at the College require submitted assignments to be compatible with the Microsoft Office Suite software which includes Word, Excel, and PowerPoint. The College currently uses Microsoft Office 2010 (or higher). Assignments must be submitted in a compatible format. An example of an acceptable MS Word file would be in the MS Office 2010 ".doc", or ".docx" formats.

Assignments created using other applications, such as Microsoft Works or WordPerfect, or Macintosh files created using applications (other than the MS Office suite) are not satisfactory and will not be accepted by instructors.

General Software Requirements

The following are the minimum recommended requirements to access the College's web portals.

- Microsoft Windows 7 or higher with latest update.
- Internet Explorer 11 or higher with latest updates.
- Google Chrome, newest version.

College Computer Lab Environment

The College provides several computer labs for student use. The computers in the labs will meet the minimum computer software and hardware requirements for the College and have the Microsoft Office Suite software installed. College computers allow filtered internet access as well as access to the College's email system. The labs are upgraded and maintained by the College's IT Department.

Students are prohibited from installing software on the lab computers. The IT Department will not install personally owned student software on College computers.

Student Personal Computers or Devices

Students should review and be aware of any software and hardware requirements for their classes prior to enrollment. If the student has any questions about requirements or about whether the current software or hardware is appropriate for a class in which the student would like to enroll, contact the course instructor, or the college IT Help Desk.

The College IT Department is not responsible for installing, or configuring any personally owned hardware or software. The college does not sell or otherwise provide software for students' use on personally owned computers.

FINANCIAL AID POLICIES AND PROCEDURES

The College administers financial aid to eligible junior and senior nursing students in the joint nursing programs with Culver-Stockton College and Quincy University. The College also administers financial aid to eligible LPN-BSN, second degree BSN, RN-BSN, RN-MSN, and MSN students.

CONTACT FOR FINANCIAL AID

The contact persons for assistance with financial aid at the College are:

Erin McHargue
Financial Aid Coordinator
Blessing-Rieman College of Nursing and Health Sciences
Broadway at 11th Street
P. O. Box 7005
Quincy, IL 62301

EMcHargue@brcn.edu
(217)228-5520, ext. 6993

Nancy Campbell
Student Accounts Representative
Blessing-Rieman College of Nursing and Health Sciences
Broadway at 11th Street
P. O. Box 7005
Quincy, IL 62301

NCampbell@brcn.edu
(217)228-5520, ext. 6996

APPLICATION PROCESS FOR FINANCIAL AID

The following general information concerns financial aid programs and the application process for the College for juniors, seniors, and LPN-BSN students. (Freshmen and sophomores apply for financial aid through Culver-Stockton College/Quincy University.)

The College's FAFSA School Code is 006214.

1. File a Free Application for Federal Student Aid (FAFSA).
2. Illinois residents apply for the Illinois Student Assistance Commission Monetary Award on the FAFSA, which releases information to the state.
3. Request that the College be listed as first school on the FAFSA.

4. Submit signed copies of the Student Aid Report (applicant's results from the FAFSA) and appropriate Federal Income Tax returns for the previous calendar year to the Financial Aid Office.
5. Submit all paper work in sufficient time for the results of the FAFSA and all necessary federal tax returns to reach the Financial Aid Office by the deadline of May 1.
 - FAFSA forms may be submitted any time after January 1.
 - Early applications receive early processing.

FINANCIAL AID DESCRIPTION

POLICY

Institutional Aid

Scholarships

Scholarships awarded by the College are based upon academic achievement, and in correlation with students' scholarship awards at Quincy University or Culver-Stockton College. These scholarships are funded and awarded through the Blessing Foundation. Students must be full-time students, maintain a minimum 3.0 cumulative GPA, make satisfactory academic progress, and progress through the nursing program. The scholarship is applied to tuition and fees only.

Blessing Grant

The Blessing Grant is awarded by the College in conjunction with Blessing Foundation. Students qualifying for this grant must show financial need, be in good standing, maintain a minimum of 2.7 cumulative GPA, and progress through the nursing program. This grant is applied to tuition and fees only.

Blessing Grant D

The Blessing Grant D is awarded by the College to supplement scholarships and grants. Students qualifying for this grant must be in good standing, maintain a minimum of 2.7 cumulative GPA, and progress through the nursing program. This grant is applied to tuition and fees only.

State/Federal Grants

Illinois MAP Grant

Students who are residents of the state of Illinois are eligible for the Illinois MAP grant. The value of the grant varies on how many hours the student is enrolled in, and the value of the EFC (Expected Family Contribution). This grant is renewable each year by filing the FAFSA (Free Application for Federal Student Aid) and meeting the EFC guidelines. This grant is applied to students' tuition and fees only. This grant is subject to state funding and availability. The institution priority deadline to complete the FAFSA is April 1st of each year.

Federal Pell Grant

The Federal Pell grant program is based upon financial need of the student. It is available for students that file the FAFSA form EFC. This grant is applied to the cost of tuition and fees. This grant is renewable each year by filing the FAFSA (Free Application for Federal Student Aid) and by meeting the EFC guidelines.

Federal Supplemental Educational Opportunity Grant (FSEOG) When Funds are Available

The Federal SEOG is a limited-fund award available to degree-seeking undergraduate students who demonstrate substantial financial need. As with the Federal Pell Grant, these funds are available for the first Bachelor's degree only. Due to federal guidelines, preference is given to the neediest Pell Grant eligible students.

Federal Loan Programs

William D. Ford Federal Direct Loan Program

The Federal Student Stafford Loan program is available for all students that file the FAFSA. Students are required to be free of loan default and have no drug charges against them. This loan is subsidized or unsubsidized, based on EFC. The monetary amount is based upon the number of college hours accepted by the awarding institution.

DETERMINING FINANCIAL NEED

Financial aid does not always mean government funding. The College considers all sources of funding as part of a student's financial aid package. Using a combination of federal, state, and institutional sources of scholarships, grants, and loans, the College attempts to meet students' financial needs.

The amount of financial aid that is awarded to a student is determined by:

- The student's expenses for an academic year (cost of attendance, living and educational costs).
- The expected family contribution (EFC) by the student and/or family towards the total cost as determined by the need analysis procedure on the Free Application for Federal Student Aid (FAFSA).

The difference between the student's expenses and the expected family contribution (EFC) determines the student's financial need.

ELIGIBILITY FOR FINANCIAL AID

Students must be enrolled in the program, be in good academic standing, and progressing through the program to receive financial aid. See *Good Academic Standing Policy and Student Classification* for more information about being in good academic standing. See *Standards of Satisfactory Academic Progress to Maintain Federal Financial Aid Eligibility* in this section of the catalog/handbook to learn more about maintaining good academic standing in order to remain eligible for federal and state financial aid.

Probation and Eligibility for Institutional Aid

Students placed on academic probation are given one semester to make up their academic deficiencies. During this semester, the student will receive institutional grants at the same level as previously awarded. However, if the student does not make up the academic deficiencies and therefore cannot regain his/her academic good standing, the student will no longer receive institutional aid from the College. Endowed scholarships are not available to students on academic probation. *Institutional aid will be reinstated when the student's good academic standing is reinstated.*

FINANCIAL AID JOINT AGREEMENT WITH PARTNER INSTITUTIONS

POLICY

Students are eligible to receive financial aid from **ONLY ONE** institution of higher learning at a time.

In accordance with our Joint Agreements with Culver-Stockton College and Quincy University, the partner colleges financially package all freshman and sophomore students in the joint programs. The College financially packages all junior and senior students in the joint programs, as well as second-degree BSN,, LPN-BSN, RN-BSN, and graduate students. The College also provides financial aid for students in the Blessing Hospital radiology and laboratory technician programs.

For joint program students, the College recognizes most academic scholarships and grants awarded by the partner institutions as long as the student meets the College's award criteria. The College does not recognize athletic or fine arts scholarships.

As a single purpose institution, the College does not offer non-nursing courses. Students in the second degree BSN, LPN-BSN, RN-BSN, or graduate programs, where non nursing courses are required, must complete the non-nursing courses at other colleges or universities.

INSTITUTIONAL AID

POLICY

The College's institutional aid is awarded to eligible graduate and undergraduate students as identified below. Institutional aid includes College grants and endowed scholarships. Undergraduate students who have an earned bachelor's degree in nursing or another field are not eligible for institutional grants or endowed scholarships.

Eligibility for Endowed Scholarships

Students must maintain full time status, a minimum cumulative grade point average of a 3.0, and progress successfully through the program to remain eligible for endowed scholarships.

The scholarships students receive from Blessing Hospital/Blessing-Rieman College of Nursing and Health Sciences are made possible by a scholarship fund established by donors to the Blessing Foundation. These scholarships are awarded in accordance with the requirements established by the donor. In accepting the awards, students may be contacted during the academic year to meet the donor and write a letter of appreciation and/or attend a luncheon. Failure to meet any requirement could result in full retraction of the scholarship.

Eligibility for College Grants

Part time students (less than 12 hours/semester) are eligible to receive institutional aid at \$100 a credit hour. Students must maintain a 2.7 cumulative grade point average and complete satisfactory academic progress to remain eligible for the College grant.

BLESSING EDUCATION REVOLVING LOAN (BERF) GUIDELINES

POLICY

The Blessing Education Revolving Fund (BERF) was established to provide funding for nursing students. This allows eligible students to borrow monies to help fund tuition, fees, and books. All BERF loans are subject to budgetary funding limits. The College's Financial Aid Officer and Assistant Dean for Support Services have the final authority in awarding BERF monies. BERF interest rate will be reviewed annually. All students using the Blessing Educational Revolving Fund (BERF) and Blessing Hospital Forgiveness Benefits may be subject to future tax consequences.

LOAN GUIDELINES

Eligible students:

- The College's junior, senior, RN-BSN, 2nd degree, graduate nursing, and health science students.
- Blessing Hospital School of Medical Laboratory Technicians (if fund level permits).
- Blessing Hospital School of Radiologic Technology (if fund level permits).

Prior to applying for a Revolving Loan, the student must:

1. Be currently enrolled and in "good standing."
2. File the FAFSA form to determine Federal/State eligibility. (Loss of grant eligibility, due to late or no FAFSA filing may result in the student being ineligible for a BERF loan (Effective date: January 2014).
3. Apply for all available Federal/State funding.
4. Demonstrate personal credit worthiness
5. Blessing Hospital employees, if eligible, should apply for Employee Educational Assistance Program (EEAP) funds.

BERF Loans are restricted to the following expenses:

- Tuition.
- Fees.
- Books.

BERF Loan Limits

As of Summer-Fall 2015, eligible students may borrow up to 75% of their "loan eligibility" (calculated after applicable MAP; PELL; Scholarships and Grants) and 100% of eligible book expense.

Timing

Students must apply for BERF Loans no later than 3 weeks after the first day of classes for each semester (fall, spring, and summer).

BERF Deferment

Students must complete a deferment request form if at least half-time in any institution of higher education. Enrollment also verified through National Student Clearinghouse.

Loan Forgiveness Eligibility

Blessing Hospital offers BERF loan forgiveness. Refer to Blessing Hospital HR Policy Loan and Forgiveness Blessing Educational Revolving Loan. All students using the Blessing Educational Revolving Fund (BERF) and Blessing Hospital Forgiveness Benefits may be subject to future tax consequences.

CENSUS DATE FINANCIAL AID POLICY

POLICY

The official census date is 5 business days after the first day of the course beginning. The College refers to this as the last day to add/drop a course. Deadlines are listed on the academic calendar and the College's website.

When students drop below full-time status, after the official census date, federal and institutional aid remains the same for that term/semester.

When students add a class, after the official census date, the federal and institutional aid is adjusted accordingly.

When there is a credit on the students' accounts, students receive a refund in the form of a check for books & expenses

COST OF COLLEGE AND COST OF ATTENDING COLLEGE

The College's Student Accounts Representative applies all state, federal, and institutional aid to students' accounts up to the cost of tuition and fees. At that point, students can receive the difference as a refund check for the cost of attending college. These costs could be personal in nature, transportation, books, or other expenses associated with being a college student.

GOOD ACADEMIC STANDING POLICY

POLICY

Endowed Scholarships

Students who lose good academic standing status are no longer eligible for the College's endowed scholarships.

Institutional Grants

The College allows students one semester to make up deficiencies, and return to good academic standing status. During that one semester students may continue to receive the College's institutional grants.

This policy applies to all students who receive financial aid through the College.

LOAN DEFAULT AND PAYMENT

POLICY

Loan Default

Students who are in any kind of student loan default are not eligible for federal student loans or revolving loan (BERF). However, students are still eligible to enroll in an academic program. Students in any kind of loan default are required to provide payment before enrolling in or beginning class(es). Such students may enroll in a monthly payment plan. Students re-admitted and in default of any loans or accounts will not be eligible to register for classes.

Payment

Students who enroll in a payment plan and do not make scheduled payments are not eligible to enroll in or attend class(es) until all outstanding balances are paid in full. Students withdrawn from class(es), due to non-payment, receive no credit for class(es). Student's grades and/or transcripts are also withheld. Admission is based on academic criteria. Financial aid status for ability to pay is totally independent of admission criteria.

This policy applies to ALL STUDENTS enrolling in Blessing Hospital programs, and the College.

NON-PAYMENT OF BILLS, ATTENDING CLASS, TRANSCRIPTS, AND EARNING CREDIT

POLICY

Only those students who have paid all bills for the semester will be allowed to attend classes whether on campus or online. Students having difficulty in paying bills are to contact the College's Student Accounts Representative.

Students enrolled in a payment plan and who do not make payments as scheduled will be immediately withdrawn from class. If a student is withdrawn from courses due to not making monthly payments, he/she will not receive credit for those courses. The student will also have his/her grades and transcript withheld and will not be allowed to enroll for the next semester until all outstanding balances are paid in full.

Transcripts and/or grades are not issued to any student who withdraws or graduates from the College with unpaid bills.

OFFICIAL TRANSCRIPTS AND AID DISBURSEMENT POLICY

POLICY

All official transcripts refer to official transcripts from all previously attended colleges and/or universities. All official transcripts must be received and on file in the registrar's office prior to disbursement of financial aid. The College distributes institutional, state, and federal aid into students' accounts only when all official transcripts are received and on file in the Registrar's office.

Students attending the College's joint program with Culver-Stockton College or Quincy University submit all official transcripts to the respective partner institution prior to enrollment; therefore the College considers them official at the point of acceptance into the joint program.

Students who do not submit all official transcripts receive an estimated financial aid statement. Once all official transcripts are received, an official financial aid statement is issued, and aid is then disbursed to the student's account.

Students who do not submit all official transcripts remain responsible for all expenses incurred while at the College, College bills are issued at the end of the semester.

Second degree, RN to BSN and Master of Science in Nursing students must submit official transcripts from all colleges previously attended to be considered for admission. Transcripts will be considered official only if they are sent directly from a college and are unopened. Transcripts marked "Issued to Student" will not be considered official. Paper grade reports, faxes, and online grade downloads will not be considered official.

PAYMENT POLICY

POLICY

Tuition, fees, and room charges are billed by the semester. Statements are sent to all registered students in July for the fall term and December for the spring term. Full payment of semester charges is due by August 31 for the fall semester and January 2 for the spring semester unless **prior** arrangements have been made with the College's Financial Aid Office.

Students with delinquent accounts will be charged a \$50 late payment fee. Charges and fines incurred after school is in session must be paid immediately upon receipt. Students with delinquent account balances will have their grades and transcripts withheld and will not be allowed to enroll for the next semester until all outstanding balances are paid in full.

PAYMENT OF ACCOUNTS

POLICY

The College

Student account balances are available from the College's Student Accounts Representative. Failure to receive a bill does not relieve the student's obligation for payment.

Quincy University

Payment of accounts to the university is not contingent upon a statement or invoice from the university. As a matter of courtesy, the university will prepare regular and periodic statements to reflect all charges and payments incurred.

Culver-Stockton College

Student account balances are available on the Wildcat Window. Failure to receive a bill does not relieve the student's obligation for payment.

SATISFACTORY ACADEMIC PROGRESS (SAP) TO MAINTAIN FINANCIAL AID ELIGIBILITY

POLICY

Students who are not achieving the required cumulative GPA or not successfully completing his/her education program at the required pace will have a one semester grace period to continue receiving Title IV or state financial aid.

Standards of Measuring SAP

Qualitative (GPA) Measurement

Undergraduate students: A full-time degree-seeking student at the College is considered to be in good academic standing if he or she maintains the minimum cumulative GPA for good standing, as listed in the "Categories of Academic Standing" section of this catalog. The College uses a graduated qualitative standard.

Students readmitted to the College or returning from leave of absence are subject to any academic or SAP requirements in force at the time of their last enrollment at the College.

Full-time, part-time and three-quarter time students must have a 2.7 cumulative GPA and 2.7 nursing GPA at the end of each term.

For the undergraduate program, an academic year is considered to be 24 hours for full-time students, 18 hours for three-quarter time students, and 12 hours for part-time students.

For the graduate program, an academic year is considered to be 12 hours for full-time students and 6 hours for part-time students.

Pace (hours) Measurement

Pace defines the pace at which a student must progress to ensure education program completion within the maximum timeframe (150% of the published length of the program). If pace falls below 67%, a student will be considered to not be making SAP.

There are two components to pace: the proof of academic progress and maximum timeframe.

Proof of Academic Progress Requirement

Full-time undergraduate students are required to be in good standing and earn a minimum of 48 credit hours by the end of their second academic year in order to retain eligibility for federal and state financial aid. Three-quarter time undergraduate students must complete 36 hours and Part-time undergraduate students must complete 24 hours. If a student changes enrollment status between fulltime and part-time, their pace requirement will be determined individually by the financial aid office. For undergraduate transfer students, hours accepted must be counted as both attempted and completed hours. It is possible for a student to make pace each semester individually, but not be making pace at the end of their second academic year. All classes dropped after census date of a term show a W on the student's transcript, and will be considered attempted hours. Pace is measured for each individual term and for cumulative hours.

Pace is calculated as follows:
$$\frac{\text{cumulative number of successfully completed hours}}{\text{cumulative number of hours student attempted}}$$

For example, if a student enrolls in 15 hours for the semester, and completes 12, their pace for the term is determined to be 80%. The same student will have a cumulative pace requirement. With 47 hours attempted and 32 achieved, their cumulative pace is 68%.

Maximum Timeframe Requirement

Undergraduates can receive federal financial aid for a period that is no longer than 150% of the published length of the educational program, as measured in credit hours. For example, for a program that has a published length of 120 hours, a student cannot receive financial aid for more than 180 attempted hours. The 150% maximum timeframe can be appealed. Students enrolling in a certificate program will have their 150% maximum timeframe calculated individually by the financial aid office.

Evaluation of Satisfactory Academic Progress

Students that do not make the GPA or Pace Requirements are determined to be on Satisfactory Academic Progress Warning; this means they are not making satisfactory progress toward their degree according to federal guidelines.

Undergraduate students: Academic progress will be monitored at the conclusion of each term of enrollment. For enrollment, fall, spring, and summer are considered three separate periods of enrollment.

Financial aid from any source is provided for only one academic year at a time. Financial aid can be renewed each year provided the student remains in good academic standing, earns the required number of hours for his or her enrollment status by the end of each academic term, and shows financial need on the Free Application for Federal Student Aid (FAFSA), or demonstrates continued talent or academic achievement as stipulated in the original entering award.

GPA and Pace requirements are affected as follows.

- The following are not considered as hours successfully completed: F grades, incompletes (I), withdrawals (W), audits (AU) and no pass (NP).
- Students who withdraw from all classes are automatically considered to be on Financial Aid Warning for pace of 0% for the term. If undergraduates do not complete at least 12 hours and maintain the appropriate GPA for their class by the end of the next term, they will be considered to be on Financial Aid Suspension. If a student is on Financial Aid Warning and they withdraw from all classes, they will be considered to be on Financial Aid Suspension immediately in their next term of enrollment (but could still file an appeal for Financial Aid Probation).
- In the case of repeated courses, the most recently earned grade and credit becomes the grade and credit of record and is included in the GPA calculation. Aid may be awarded to retake a class where a student obtained a grade of 'F.' Aid may be awarded one time to retake a class where a student obtained a grade of other than 'F'; additional retakes of the class are not covered by Title IV aid unless a higher grade is required by the student's major.
- Remedial, enrichment, and ESL courses will not be taken into consideration.
- Hours transferred in may be counted toward a student's GPA and pace requirements to remove them from SAP. Transfer hours count as both accepted and completed hours.

Consequences of Failing to Meet SAP Requirements

Students who fail to make SAP will be placed on Financial Aid Warning, Financial Aid Probation, or Financial Aid Suspension. When a student fails to achieve SAP, the Director of Financial Aid will notify the student in writing by certified mail.

Financial Aid Warning: This is a status assigned by the college to a student who fails to make SAP at the end of a payment period. The student will continue to receive Title IV and state aid for one payment period. No appeal is necessary for this status. At the conclusion of the warning term, the student must meet SAP requirements.

Financial Aid Probation: This is a status assigned by the college to a student who fails to make SAP (after being on Financial Aid Warning for one semester), is granted an appeal, and has eligibility for Title IV aid reinstated. The College will set forth an academic plan the student must follow. At the conclusion of the probation period, the student must meet the terms of their academic plan, or will be placed on Financial Aid Suspension.

Financial Aid Suspension: This is a status assigned to a student who fails to make SAP after being on Financial Aid Warning or Financial Aid Probation. It can also be a status for a student whose appeal is not granted. Once Title IV and state eligibility is terminated, the student must make up all deficiencies in both GPA and pace before Title IV and state eligibility will be reinstated. Students keep eligibility for all institutional funding.

SAP Appeal: A process by which a student who is not meeting the school's SAP standards petitions the school for reconsideration of Title IV and state aid eligibility. The appeal must include two components: why the student failed to make SAP, and what has changed that will allow the student to make SAP at the next evaluation. Appeals without both components will not be considered. Students should include supporting documentation such as letters from outside sources. Appeals for lack of pace can be considered for death of a relative, student injury or illness, or other special circumstances. Other types of appeals will not be heard. Appeals for Maximum Timeframe Requirement will be heard for change of major. Appeals should be submitted in writing to Financial Aid Coordinator. Students may appeal a maximum of two times during their academic career at Blessing-Rieman College of Nursing and Health Sciences. There is no deadline for appeals; they will be heard on a rolling basis. A student may not have two consecutive probation periods for the same reason.

Appeal Approved: The student is placed on Financial Aid Probation. The student must agree to follow the Personalized Academic Plan. The student's Title IV aid will be reinstated as outlined in the academic plan. If the student deviates from the academic plan, the student will no longer be eligible for Title IV aid until they are determined to be making SAP.

Appeal Not Approved: Student is not eligible for Title IV or state financial aid and institutional funding. Aid will be reinstated once the student makes up all deficiencies. All appeal decisions are final and rest within the financial aid office; a student cannot appeal an appeal that is not approved.

Appeal Committee: Consists of the Financial Aid Coordinator and Assistant Dean.

Personalized Academic Plan: This plan is determined by the Appeal Committee. At a minimum it will include the specified number of credit hours and cumulative GPA to be obtained at the end of each term. The student's compliance with the plan will be monitored by the Assistant Dean for Support Services together with the Financial Aid Office. The advisor will counsel the student.

STUDENT SERVICES FERPA POLICY

POLICY

FERPA (Family Education Right to Privacy Act) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. (www.ed.gov)

Schools require written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to school officials with legitimate educational interest; specified officials for audit or evaluation purposes; other schools to which a student is transferring, appropriate parties in connection with financial aid to a student; organizations conducting certain studies for or on behalf of the school; accrediting organizations, to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific state law. (www.ed.gov)

To respect student privacy, all student service offices with individual student files containing confidential information must have documentation in students' files for student consent. A stamp or log will be placed in all student files. This will allow students to give written consent to have information released or not released to any party or parties that are not listed above.

This policy applies to all students at the College, Blessing Hospital School of Radiological Technology, Blessing Hospital School of Medical Laboratory Technology, and Blessing Hospital Pharmacy Technicians Program.

STUDENT LOAN INTEREST STATEMENT FORM 1098-E

POLICY

The College distributes the Student Loan Interest Statement Form 1098-E on or before January 31st (see deadline definition below) to each individual who paid Blessing Educational Revolving Fund (BERF) loan interest of \$600 or more during the preceding calendar year. Forms are also distributed to borrowers paying less than \$600 in interest as a service. Though this service is not required by IRS regulations, it is also not prohibited. These 1098-E forms and the Form 1096 - Annual Summary and Transmittal are also submitted electronically by the College's auditing firm to the IRS by February 28th for the preceding year.

IRS Definition of When to File: You will meet the requirement to file if the form is properly addressed and mailed on or before the due date. If the regular due date falls on a Saturday, Sunday, or legal holiday, file by the next business day. A business day is any day that is not a Saturday, Sunday, or legal holiday.

STUDENT RIGHTS AND RESPONSIBILITY

Students have the privilege of certain rights and assume specific responsibilities related to financial aid.

Student Rights

The student has the right to receive the following information related to the financial aid program:

- Available financial aid distribution.
- Amount of financial aid that must be repaid.
- Interest rates on loans.
- Repayment procedures.

- Date for beginning repayment.
- Length of the repayment period.

Student Responsibilities

Each student receiving financial aid has the responsibility to:

- Inform the Student Accounts Representative of any changes in economic or financial aid circumstances, including any outside loans, scholarship awards, or employment reimbursements received during the academic year.
- Inform the Student Accounts Representative and Lending Agent of any change in permanent address.
- Be familiar with financial aid deadlines, information forms, and the required applications for receiving aid by obtaining the appropriate information from the financial aid literature and the Student Accounts Representative.
- Supply any additional documentation, verification, corrections, or new information that is requested by the Student Accounts Representative.
- Complete an entrance Interview with the Student Accounts Representative when first receiving financial aid as a junior, senior, LPN-BSN or advanced placement student.
- Complete an exit Interview with the Student Accounts Representative when graduating or withdrawing from the College.

TUITION REMISSION FOR COLLEGE EMPLOYEES

PURPOSE

To provide the College's employees tuition remission at the College in the undergraduate or graduate program.

POLICY

The College's permanent faculty and staff, as well as spouses and dependents, may receive tuition remission when enrolled in the undergraduate or graduate programs. Fees, books, or housing associated with the cost of attending the College (i.e. lab fees, graduation fees, course fees, etc.) are not included in the benefit.

College employees must be enrolled in at least "half-time" status (minimum 6 hours a semester in the undergraduate program, or enrolled in the graduate program) and must be in good academic standing to receive the tuition remission benefit. For definition of good academic standing, please refer to the *Good Academic Standing* policy.

College employees, their spouses and/or dependents who wish to enroll in the undergraduate or graduate programs must complete a tuition remission form with the College's Financial Aid Office.

Culver-Stockton College employees, their spouses and/or dependents may be eligible for tuition remission at the College subject to Culver-Stockton policy of eligibility for tuition remission.

Students with parents that are employees of colleges/universities who are members of the Tuition Exchange Organization or Council of Independent Colleges Tuition Exchange are not eligible for tuition remission at the College.

WITHDRAWAL AND FINANCIAL AID

POLICY

Students who withdraw from a class at any time after registration must do so by processing the Add/Drop form that is obtained from the College's Registrar's Office.

Students withdrawing from all courses must do so by processing the Withdrawal form obtained from the College's Registrar's Office. The student is responsible to pay full tuition for any unapproved withdrawal or dismissal or suspension for disciplinary reasons.

Students formally withdrawing during the course of the semester will be eligible for tuition adjustments according to the following schedule:

- Withdrawal during the first week of class: No charge.
- Withdrawal during the second week of class: 90% refund.
- Withdrawal during the third or fourth week: 50% refund.
- Withdrawal during the fifth through eighth week: 25% refund.
- Withdrawal after the eighth week: 0% refund.

Students formally withdrawing during a three, four, or eight week course whether interim, summer, or semester term will be eligible for tuition adjustments according to the following schedule:

- Withdrawal during the first week of class: No charge.
- Withdrawal after the first week of class: 0% refund.

NOTE: Refunds are only for tuition costs. Fees are not included in the refund.

Once classes are in session, the student is responsible for payment unless the add/drop or withdrawal procedures have been completed. In the case of illness as substantiated by a medical statement, or for circumstances beyond the student's control, tuition may be reduced on a prorated basis.

PRINCIPLES OF EXCELLENCE FOR EDUCATIONAL INSTITUTIONS SERVING SERVICE MEMBERS, VETERANS

POLICY

The College adopts the Veterans Affairs Principles of Excellence which provides prospective students, eligible to receive federal military or veterans' educational benefits, the Financial Aid Shopping Sheet.

The Financial Aid Shopping Sheet is on the College's website.

Each eligible veteran receives a personalized & standardized form containing financial aid information. Every veteran receives notification about the VA benefits available at the College.

BLESSING FOUNDATION COLLEGE OF NURSING SCHOLARSHIPS

The Dr. Kent Barber Memorial Scholarship	The Tayna Scott Kyer Memorial Scholarship
The Stan L. Bartley, MD, FAAFP, FACEP Scholarship	The Dr. Peter and Mary Leffman Scholarship
The Brad and Bonnie Billings Scholarship	The Marian Milligan Scholarship
The Blessing Nurses Alumni Association Scholarship Fund	The Leta Faye Mitchell Munson Scholarship
The Blessing Volunteers in Partnership (BVIP) Scholarship	The Dr. and Mrs. Robert Murphy Scholarship
The Paul H. and Anne B. Gardner Memorial Scholarship	The Elmer and Lola Orth Scholarship
The Charles and Dorothy Briggs Scholarship	The Ellen Kuhn Phelps and Colonel Fred Phelps Nursing Scholarship
The Carol Carter Scholarship	The Lucille B. Rieman Scholarship
The Shay L. Bartley Drummond, BSN, RN Scholarship	The Dr. James Rouner Scholarship
The Dr. Newton and Ruth DuPuy Nursing Scholarship	The H. Carole Scranton Scholarship
The Laurretta M. Eno Scholarship	The Marilyn Murphy Shepherd Scholarship
The Corinne Fessenden Scholarship	The Larry L. Swearingen Scholarship
The James Forrest Memorial Scholarship	The Mary Lou Tuttle Scholarship
The Dr. Carl Hagler Scholarship	The Frances Waterkotte Scholarship
The Major Constance Beck Hash Scholarship	The Nona L. Knight Young Scholarship
The Olive Billbe Jurgens Scholarship	Candy Rae Barker Leeper Scholarship
The Elizabeth R. Keys Scholarship	Cara R. Schwartz Scholarship

GRIEVANCE/APPEALS PROCEDURES AND VOICING STUDENT CONCERNS

DEFINITIONS

POLICY

Grievance

A grievance is a complaint, an expression of dissatisfaction, or a strong feeling of being treated unfairly. A grievance is any specific complaint by an affected student concerning the application of college policies.

Appeal

An appeal is the formal action which one takes when dissatisfied with the results of the grievance procedure.

ACADEMIC GRADE GRIEVANCE PROCEDURE

POLICY

Students may appeal final grades that they believe do not reflect their performance in the course.

PROCEDURE

When the student disagrees with a final grade he/she is to:

1. Meet with the instructor immediately, and under no circumstances, no later than two weeks after the end of the semester in which the grade in question was given. If the instructor is not available, undergraduate students are to contact the Student Services Officer within the same time frame.
2. If still dissatisfied after meeting with the instructor, contact the Student Services Officer no later than one week after meeting with the instructor.
3. The Student Services Officer will conduct an investigation that:
 - Will examine the consistency of the instructor's grading scheme.
 - Will NOT change the instructor's judgment as to the quality of the student's work.
 - Will correct mathematical or mechanical errors that may have been made in grading. No grade will be changed unless there is clear, convincing, and unequivocal evidence that the grade was calculated in error.
4. The Student Services Officer will report to the student and the instructor in writing within 10 working days of the investigation.
5. If the student is still not satisfied, he/she may (within 10 working days of receipt of report) request a hearing as outlined under "Hearing Procedures." Hearing requests must be in writing, and provide pertinent facts and names of individuals leading to the request.

NON-ACADEMIC GRIEVANCE PROCEDURE

POLICY

Students may grieve treatment that they feel is discriminatory.

PROCEDURE

1. When the student believes he/she has been treated unfairly, he/she is to do the following within two weeks of the incident:
 - Meet with the other party to clarify the problem, and reach a resolution.
 - If unsuccessful, contact the Chair of the Student Development Committee within one week of the meeting with the other party.
2. The Chair of the Student Development Committee will schedule a meeting within two weeks to mediate a resolution between the student and the other party.
3. The student may request a hearing when mediation does not lead to resolution. This request for a hearing is a written statement submitted to the Chair of the Student Development Committee within two weeks of mediation, and describes:
 - The pertinent facts of the condition giving rise to the grievance.
 - The name of the other party, and the action requested to resolve the situation.
 - This written request must be received by the Chair of the Student Development Committee within two weeks of the meeting to mediate.
4. If the student is still not satisfied, he/she may (within 10 working days of receipt of report) request a hearing as outlined under "Hearing Procedures." Hearing requests must be in writing, and provide pertinent facts and names of individuals leading to the request.

HEARING PROCEDURE

POLICY

The College adheres to the hearing procedures outlined below for all non-academic grievances and academic grade grievances when the student is not satisfied with the findings of the Student Services Officers investigation. Policies/procedures pertaining to non-academic and academic grade grievances can be found in this section of the catalog/handbook.

PROCEDURE

1. The Student Services Officer does the following within two weeks after receiving the written request for a hearing:
 - Notifies the Assistant Dean of Support Services that the grievance has been filed.
 - Appoints an Appeals Committee to consist of two faculty and two students who are not involved in the situation.
 - Notifies the other party (respondent) that a grievance citing him/her has been filed.
 - Sends a copy of the student's statement to the respondent.
 - Notifies the student and/or respondent in writing to ask if either intends to have an advisor.
 - Notifies all involved persons in writing of the date, time, and place of the hearing and of the order for the presentation of statements and questions by the participants.
2. Within one week of receipt of the above, the student and respondent:
 - May challenge the composition of the committee.
 - Will notify the Student Services Officer in writing of his/her intent to be accompanied by an advisor. This statement is to include the name, occupation, and relationship of the advisor to the party. The advisor will not be a lawyer as this is an internal process, not a civil proceeding.
3. The advisor is to:
 - Counsel the student or respondent prior to the hearing.
 - Confer with the advisee during the hearing.

- Address the committee only when requested to do so by the committee.
4. The Appeals Committee will do the following prior to the hearing:
 - Read the student's statement describing the grievance.
 - Meet to rule when a member of the committee is challenged, and if necessary, a replacement will be appointed. (The member in question is not present at this meeting.)
 5. The Student Services Officer will conduct the hearing in the following manner.
 - Remind everyone present that all information is confidential and to disable all video and audio recording devices.
 - Limit the number of persons present to committee members, the student, the respondent, and their advisors.
 - Call witnesses as needed.
 - Approve when advisors may address the committee.
 - Direct the discussion and questions to topics germane to the issue.
 - Excuse everyone from the room so that the committee may deliberate.
 - Ask the student, respondent, advisors, and witnesses to remain available for the committee during the deliberations.
 - Dismiss everyone when the committee decision has been reached.
 6. The Appeals Committee will do the following during the hearing:
 - Listen to statements.
 - Ask questions to clarify/validate the situation.
 - Deliberate after all information has been exchanged.
 - Recall the student, respondent, and/or witnesses to clarify/validate issues for a decision.
 - Reach a majority decision using the following criteria to make a judgment based on:
 - Was the student treated fairly?
 - Were actions taken by the involved parties in accordance with established College policy?
 - Can an equitable solution be achieved?
 7. The Appeals Committee will submit a final report describing conclusions and recommendations. This report is submitted to the Student Services Officer after the completion of the hearing.
 8. Obtain the final report of the committee, and forward it to the student and respondent. A copy is also sent to the Assistant Dean of Support Services.
 9. The student and/or respondent may appeal the committee decision. The request for an appeal is a written statement submitted to the President/CEO of the College within one week of the finding of the committee.
 10. If appropriate, the President/CEO will:
 - Review the hearing proceedings to determine that proper procedures were followed, and due process was accorded the student.
 - Rule that the appeal process is finished after determining due process as accorded, and procedures were appropriately followed during the hearing.
 - Rule that another hearing is to be initiated after determining a lack of due process or inappropriate use of procedures occurred during the hearing.
 11. The decision of the President/CEO will be given to the student within two weeks of receipt of appeal, and the decision of the President/CEO is final.

NOTICE: If the student fails to meet the above stated timeline(s), the student forfeits his/her right to appeal.

STUDENT VOICE AT THE COLLEGE

POLICY

The College recognizes the student's right to communicate input to the faculty and/or administration. The College further recognizes that the student is preparing to be a professional nurse and that he or she needs to be able to communicate effectively with many groups. Further, among other roles, the student nurse is preparing for the professional nurse functions of change agent and patient advocate. To that end, the College welcomes and plans for student voice in assessing, evaluating, and improving the program.

There are many avenues for students to voice concerns, suggest improvements, and offer suggestions. At the end of each semester, students have the opportunity to evaluate instructors and courses. Other mechanisms for student input, suggestions, or appeals are contained in this catalog/handbook and the Student Nurses Organization (SNO) bylaws.

AVENUES OF VOICE FOR STUDENT CONCERN

Academic Grade

Avenues for voice are:

- Talk with the course instructor.
- Talk with Advisor
- Talk with Academic or Assistant Dean
- Follow the Academic Grade Appeal if necessary.
- Follow the Hearing Procedure for non-resolution with the course instructor.

Academic Concerns other than Grade

Avenues for voice are:

- Talk with the course instructor or advisor or the persons involved.
- Talk with Student Services Coordinator
- Talk with Assistant or Academic Dean
- Follow the Non-academic Appeal Policy if the situation is non-resolved.

Non-academic Concerns

Avenues for voice are:

- Talk with the persons involved for resolution.
- Talk with advisor
- Talk with the Student Services Officer for mediation.
- Talk with Assistant or Academic Dean
- Follow the Hearing Procedure for non-resolution.

Student Concern: General Concerns or Student Needs

The avenue for voice is to talk with the appropriate individuals: the course instructors; the student's academic advisor; Dialogue with the Deans and/or SNO representatives for the College Senate and Student Development, Academic, Curriculum, and Research Committees. Students may also submit concerns in the student suggestion box.

Course/Instructor Concerns

Avenues for voice are:

- Talk with the course instructor and/or advisor.
- Complete course and instructor evaluations.
- Talk with Assistant or Academic Dean
- Follow the Appeals Procedure if necessary.

Curriculum

The avenue for voice is to talk with the SNO representatives on the Curriculum Committee.

Academic Life Issues

The avenue for voice is to talk with the SNO representatives on the Academic Committee.

Undergraduate Student Life Issues

The avenue for voice is to talk with the SNO representatives on the Student Development Committee.

Research

The avenue for voice is to talk with the SNO representatives on the Research Committee.

Graduate Curriculum, Academic Life Issues, and Student Life Issues

The avenue for voice is to talk with the Chair of the MSN Program Committee.

OBTAINING INFORMATION AND HELP

POLICY

The Financial Aid, Registrar, Learning Resource Center, Information Technology and Student Services, Offices are in the Student Services Building that is located across the street from Blessing Hospital at the intersection of 11th and Spring Streets. The Bursar/ Student Accounts Representative in the Financial Aid Office will answer questions about financial aid. The Registrar will answer questions about registration and transcripts. Information Technology staff will assist students to access the College's technology. The Student Services Officer will answer questions about student policies and procedures.

FORMAL COMPLAINTS

PROCEDURE

Students and/or parents are welcome to talk with the Academic Dean, Assistant Dean for Support Services, and/or the President/CEO. FERPA release signed by the student is required prior to college administrators speaking to parties other than the student. However, for an issue or concern to be considered a complaint, it must be written, signed, and submitted to the Academic Dean, Assistant Dean for Support Services, and/or the President/CEO. The administrator receiving the complaint talks with the student and/or parent to gather more information or clarify facts. Complaints are then investigated by the Academic Dean when faculty, grading, clinical performance, and curricular issues are involved and by the Assistant Dean for Support Services when staff and

academic and student services are involved. Findings along with resolutions are discussed with the student and/or parent. Findings and resolutions are also reported to the President/CEO. Complaints are kept on file in the President/CEO's office.

NOTE: Information from complaints is shared with faculty and staff as data for making quality improvement decisions. Names of those individuals involved in complaints are not shared.

STUDENT POLICIES AND PROCEDURES

ALCOHOL AND ILLEGAL DRUG USE ON CAMPUS

POLICY

The College maintains a no tolerance policy towards substance abuse. Therefore, the College requires an initial urine drug test and conducts random drug testing throughout the year as well as for any fitness for duty/work place injury occurrences.

Substance abuse at or away from work or school can seriously endanger standards of safety. Therefore, the College is committed to preventing the use and/or presence of these substances in the academic setting for the general welfare of patients, employees, students, volunteers, customers and visitors.

This policy applies to all students when on the premises of all agencies which includes but not limited to the College and Blessing Hospital campuses. The policy also applies to students who are in clinical experiences at other agencies, participating in College-sponsored events whether these events are on or off the College's premises, and working for the College as student assistants. Students are expected to be "fit for duty" when in the role of nursing student or employee.

The College expects and requires all students performing work in the role of a nursing student or employee to report for work "fit for duty" and to perform their duties free from the effects of illegal drugs, alcohol, or any other drugs that may impair job performance to comply with the "Drug-free Workplace Act of 1988."

The College recognizes alcoholism, drug abuse, and psychological adjustment problems as treatable conditions. Students voluntarily seeking support through the College's Student Office, their work supervisor, or appropriate authority to deal with drug and alcohol abuse and other problems will be encouraged to use the Student Assistance Program (SAP). Other various local agencies are also available to assist you such as Recovery Resources, Addicts Victorious and Transitions. A full list is available from the Student Services Officer or the Counselor's office. Students voluntarily seeking such help will not be subject to punitive actions, though entrance into an assistance program will not excuse a failed drug test under this policy.

Any student or employee who is found to have alcohol or illegal drugs and/or drug paraphernalia in his/her locker, desk, clothing, person, personal belongings, or work area will be subject to immediate disciplinary action, up to and including dismissal from the College/termination of employee.

Standards of Conduct

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, illegal drug, misuse of a legal or prescription drug for an unintended purpose, or alcohol on College owned property, or while conducting business off premises, or driving company owned vehicles, is absolutely prohibited. Violations of

the policy are considered "serious" offenses under College policy and may result in counseling and disciplinary action up to and including termination of College employment; dismissal from the College; a search of personal property, and when appropriate, be referred to the local law enforcement agency for investigation.

Students are expected to comply with rules of conduct, which are, by their nature, conditions of a good learning environment. The following are examples of behaviors which are considered inappropriate conduct that are grounds for termination of employment/dismissal from the College. These examples are illustrative but are not the only inappropriate conduct that may subject a student to the disciplinary process, according to the student code of conduct, which could include suspension, termination, or dismissal and possibly local, state or federal charges.

- Using, possessing, or selling any alcoholic beverages, controlled substance or illegal drugs, other substances being used inappropriately or for unintended purposes, or misuse of prescription drugs on any property owned by BCS, or its entities (the College), including vehicles and parking lots.
- Reporting for work/class/clinical/College event or continuing to work/remain in class/clinical/College event in a condition unfit for duty or failing to follow College fitness for duty policy and procedures.
- Refusing to comply and/or tampering with or providing fraudulent testing specimens. Based on the circumstance, and initial findings, the student may be placed on indefinite suspension from work or class and clinical until sufficient testing and investigation is completed by the college.

Legal Sanctions

The following is a summary of federal, state, and local laws and legal sanctions related to illegal drug and alcohol use.

Federal Law

- Federal law prohibits, among other things, the manufacturing, distributing, selling and possession of controlled substances as outlined in 21 United States Code, Sections 801 through 971. Depending on the amount, first offense maximum penalties for trafficking marijuana range from up to five years' imprisonment and a fine of up to \$250,000 to imprisonment for life and a fine of \$4 million. Depending on the amount, first offense maximum penalties for trafficking other controlled substances (e.g., methamphetamine, heroin, cocaine, cocaine base, and PCP, LSD, fentanyl and fentanyl analogue) range from five years to life imprisonment and fines range from \$2 to \$4 million. First offense penalties and sanctions for the illegal possession of small amounts of controlled substances, including marijuana, range from up to one year in prison or a fine of at least \$1,000. Penalties are more severe for subsequent offenses.
- Convictions for federal drug offenses can also result in the loss of eligibility for federal financial aid.

Illinois State Law

- Illinois statutes cover a wide range of drug offenses, including cannabis (720 ILCS 550/1 et seq.) and other controlled substances (720 ILCS 570/401 et seq.). Penalties for the possession and delivery of illegal drugs vary widely by the type of drug, amount confiscated, the number of previous offenses by the individual, and whether the individual intended to manufacture, sell, or use the drug. Trafficking controlled substances will result in more severe penalties.
- A non-exhaustive list of sanctions for possessing certain drugs under Illinois law is as follows:
 - Marijuana and hashish: Possessing up to 2.5 grams can result in up to 30 days in prison and a fine up to \$1,500. Possessing between 2.5 and 10 grams can result in up to 6 months in prison and a fine up to \$1,500. Possessing between 10 grams and 30 grams can result in up to 1 year in prison and a fine up to \$2,500 for a first offense and 1-3 years in prison and a \$25,000 fine for subsequent offenses. Depending

on the exact amount, possessing over 30 grams can result in 1-15 years in prison and a fine of \$25,000 for a first offense.

- Possessing LSD, cocaine, heroin, morphine, or other controlled substances can result in a minimum of 4 years in prison and a fine up to \$200,000 or the full street value of the amount of the drug possessed.
- Possessing anabolic steroids can result in a prison term of up to 30 days and a fine up to \$1,500 for a first offense. Subsequent offenses can result in a prison term of up to 6 months and a fine up to \$1,500.
- Illinois law as it relates to alcohol use is as follows:
 - The possession and consumption of alcohol by any person under 21 years of age is illegal. The penalty is up to 1 year in prison and up to a \$2,500 fine. Community service and completion of an alcohol abuse prevention program may also be required.
 - It is against the law for anyone to permit a gathering at their residence at which one or more persons under 21 possess or consume alcohol. The penalty is up to 1 year in prison and up to a \$2,500 fine.
 - It is illegal to sell or deliver alcohol to anyone under 21. The penalty is up to 1 year in prison and up to a \$2,500 fine.
 - It is illegal for a person under 21 to present false identification in an attempt to purchase alcohol. The penalty is up to 1 year in prison and up to a \$2,500 fine.
 - Driving while under the influence of alcohol is prohibited. Substantial penalties exist for individuals driving or physically controlling a motor vehicle with a blood or breath alcohol concentration of .08 or greater. Arrests are also possible at lower alcohol level if driving is impaired. The penalty for a first offense is up to 1 year in prison and up to a \$2,500 fine. Community service and completion of an alcohol abuse prevention program may also be required, as well as the revocation of driving privileges. Increased penalties and mandatory minimum sentences will occur for subsequent offenses. Similar penalties are available if a person is found to be driving while impaired by drugs.

Local Laws (Quincy, IL)

- Under the Municipal Code of Quincy, IL:
 - It is unlawful for a person under 21 years of age to drink, purchase or possess alcohol, or to misrepresent his or her age for the purpose of purchasing or obtaining alcohol. A first offense will result in a fine of \$100-\$300 and/or education and public service at the discretion of the court. Subsequent offenses will result in a fine of \$300-\$500 and may also result in required attendance in an alcohol education program and public service.
 - It is unlawful to sell, give, or deliver alcohol to any person under 21 years of age or to permit any persons under 21 years of age to consume alcohol. Fines range from \$300 to \$2,500.
 - It is unlawful for any person to consume alcohol while on any public street, public alley, public sidewalk or public parking lot.
 - It is unlawful for any person to possess alcohol that is not in its unopened or uncapped package while on any public street, public alley, public sidewalk or public parking lot.
 - Minors under the age of 21 are prohibited from entering an establishment that is licensed to sell or furnish alcohol after 12:30 a.m., though minors may be admitted to nightclubs if accompanied by a parent or legal guardian. Notwithstanding the previous sentence, an establishment that is licensed to sell or furnish alcohol may prohibit anyone under the age of 21 from entering.
 - It is unlawful for someone under the age of 21 to solicit someone over the age of 21 to obtain or purchase alcohol.
 - There cannot be any alcohol beverages in the passenger area of a motor vehicle that is not in the original container with the seal unbroken. The minimum fine for a violation is \$150.
 - It is unlawful for any intoxicated person, or any person under the influence of alcohol or drugs, to operate or attempt to operate any motor vehicle on any street.
 - It is unlawful for any person to knowingly possess any substance containing cannabis (including marijuana, hashish, and the seeds and derivatives thereof). Possessing less than 2.5 grams can result in a

fine of \$100-\$500. Possessing between 2.5 grams and 10 grams can result in a fine of \$200-\$750. Possessing between 10 grams and 30 grams can result in a fine of \$300-\$1,000. Possessing over 30 grams is addressed pursuant to Illinois state law.

- It is unlawful for any person to knowingly possess an item of drug paraphernalia with the intent to use it in ingesting, inhaling, or otherwise introducing cannabis or a non-prescribed controlled substance into the body, or in preparing cannabis or a non-prescribed controlled substance for that use. A first offense can result in a fine of \$350-\$500 and attendance at a substance abuse education program. Subsequent offenses can result in a fine of \$500-\$1,000 and attendance at a substance abuse education program. All drug paraphernalia will be forfeited to the City of Quincy.

Health Risks

There are a vast array of health risks associated with chronic drug and alcohol use including but not limited to:

- Depression
- Liver and kidney disease
- Psychosis and impaired thinking
- Heart attack
- Seizures
- Strokes
- High blood pressure
- Violent outbursts
- Paranoia
- Anxiety
- Increased risk of birth defects and developmental issues during and after pregnancy.

DRUG TESTING

Pre-Enrollment Drug Testing

After having been accepted to the College, a student will be required to undergo a mandatory drug test prior to enrollment in accordance with the College's admissions policy. A pre-enrollment drug screen that is positive (or failure to submit to the drug test) will result in the student's admission to the program being revoked.

Conditions for Drug Testing Current Students

Current students will be tested by urinalysis and/or other appropriate tests as indicated by, but not limited to, the following situations.

- For cause/reasonable suspicion of not being "fit for duty."
- Random testing in accordance with this policy.
- When required by contract with a federal or state agency.
- Following a work-related injury when required by this policy.
- Pursuant to conditions or procedures established in the Student Assistance Program.

The student is not responsible for the cost of the drug testing in the first four situations listed above. The student may be responsible for the cost in the last situation.

Student Responsibilities

Each student is individually responsible for:

- Reporting to class/clinical/College event/work fit for duty - free from the effects of drugs (legal or otherwise) or alcohol which may impair judgment or job performance.
- Reporting to the Student Services Officer any drug or alcohol ticket, arrest, charges or conviction; or drug-related activity that occurred in the workplace within and no later than five (5) days of the event.
- Reporting to the instructor, immediate supervisor, or a member of the College's administration any student behavior that raises a doubt as to the fitness for work of that individual.
- Complying with a fitness for duty evaluation upon notification by the instructor, immediate supervisor, or a member of the College's administration.
- Reporting to the instructor or immediate supervisor the use of any prescribed, over-the-counter, or other drugs that may adversely affect ability to perform job duties satisfactorily and safely if taken before or during a scheduled class, clinical, College event, or work shift.

Faculty, Staff, Administration Responsibilities

Students need to be aware that faculty, staff, and administration have the following responsibilities:

- Directing students to the Employee Health Nurse or House Supervisor immediately following a classroom/clinical related injury for a drug test.
- Directing students to BPS Sports and Occupational Medicine upon notification of selection for random testing as soon as possible within the same day of notification.
- Faculty and staff will report to their Dean any students who have been criminally convicted for drug-related activity whether it occurred in or out of the workplace. College administration will report to all clinical agency human resources or administration.
- Observing students' behavior in class and clinical, on campus, at College-sponsored events, and on the job so as to determine those who are unfit for duty.
- Contacting another member of the College team to verify his/her observations of a student's behavior, if possible, when that student is suspected of being unfit for duty.
- Escorting students to BPS Sports and Occupational Medicine when they are suspected of being unfit for duty.

Fitness for Duty Testing Procedures

Any student who displays behaviors that indicate unfitness for duty will be required to undergo a drug screening and will not be allowed back into the clinical area until the drug screen results have been received and verified as being negative.

When a "fitness for duty" situation is identified as being associated with the use of a substance, the student will be informed of the concern by College faculty and staff. The student must then submit to an examination by a BPS Sports and Occupational Medicine physician to determine whether or not the individual may continue to work or be in class and clinical. When BPS is closed, the student is examined by a Blessing Hospital emergency room physician.

If the results of the drug screen are negative, the College will be notified and the student will be able to resume class and clinical immediately. See below for the consequences of a positive result.

Behaviors Indicating Unfit for Duty

Reasonable suspicion of drug or alcohol use may include, but is not limited to, the following behaviors.

- Drowsiness and/or sleepiness.
- Odor of alcohol and/or residual odor from a possible chemically controlled substance.
- Slurred /incoherent /pressured speech
- Unexplained and/or frequent absenteeism.
- Unexplained work errors.
- Unexplained changes in mood.
- Lack of manual dexterity.
- Personality changes or disorientation.
- Unexplained work-related occurrences, accidents or injuries.
- Lack of coordination.

Random Drug Testing Procedures

The College performs random drug testing and does so in the following manner:

1. Student identification numbers are used to produce a monthly computer-generated lottery to determine which current students will be tested.
2. Each month the Student Services Officer receives for each lottery pool, a computer generated list of randomly selected student identification numbers. All active student identification numbers have an equal opportunity to be selected on the lottery each month.
3. Upon selection of students' identification numbers, the appropriate member of the College team notifies these students of their selection and these students are required to report immediately to the Blessing Physician Services, Sports, and Rehabilitation Services Office for drug screening.
4. Failure to report for this screening within the required time frame of 24 hours will be deemed equivalent to testing positive.

Consequences for a Positive Drug Screening

If a drug screen comes back positive, the student is barred from class, clinical, College-sponsored events, and work until he/she has met with and been cleared by a Student Assistance Program counselor. Failure to meet with and follow the counselor's program may result in immediate dismissal from the College/termination of employment.

Confidentiality

Information received by the College and its entities through any testing program shall be maintained as confidential except as otherwise indicated by law or subpoena. Test results will be kept separate from academic records, personnel, and employee health records.

Student Assistance Program (SAP) Referral

SAP appointments are made by calling Blessing Behavioral Center.

The purpose of this program is to assist all students whose performance or behavior is affected adversely by certain personal/non-work-related problems. The intent of SAP is to help students deal with problems, not to take punitive action against students. SAP is further described under the catalog/handbook section, *Student Services*.

Students are encouraged to voluntarily seek assistance from SAP, outside agencies or a College counselor if they are experiencing problems such as drug addiction, alcoholism, and/or other problems dealing with personal

issues that may affect performance. The College may request students to seek assistance from SAP based on observations and documentation of their deteriorating performance in class, clinical, or at work; or of suspicious or actual behavior.

Students will be asked to sign a consent form for “Authorization of Release of Medical Information” so the counselors can share initial assessments and discuss students’ needs with the appropriate College staff or administrator.

BILL OF RIGHTS FOR STUDENTS OF NURSING

POLICY

In addition to the College “Mission Statement,” it is the philosophy of the College that all persons have intrinsic worth, value, and rights within society. In keeping with this philosophy, the faculty and the Student Nurses Organization adapted the following Bill of Rights for Students of Nursing from the 1975 House of Delegates of the National Student Nurses Association.

The Bill of Rights for Students of Nursing states:

- Students should be encouraged to develop the capacity for critical judgment, and engage in a sustained and independent search for truth.
- The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
- Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.
- Under no circumstances should students be barred from admission to a particular institution on the basis of race, creed, sex, or marital status.
- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion; but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential, and not be released without the knowledge or consent of the student.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy regarding information retained as part of the student’s permanent record, and as to the conditions of disclosure.
- Students and student organizations should be allowed to invite, and to hear, any person of their own choosing outside of the scheduled learning experiences, thereby taking the responsibility of furthering their education.
- The student body should have clearly defined means to participate in the formulation and application of institutional policies affecting academic and student affairs.
- The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission and its community life.
- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation, and published in advance through such means as a college catalog and student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures shall be available for every student.

- As citizens and members of an academic community, students are subject to obligations which accrue to them by virtue of this membership, and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.
- Adequate safety precautions should be provided by the College; for example, to and from student dorms, adequate street lighting, locks, etc.
- Dress code, if present in the College, should be established by student government in conjunction with the College President and Faculty, so the highest professional standards possible are maintained, and also take into consideration points of comfort and practicality for the student.
- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

Faculty and students, if need be, will negotiate and compromise on those specific actions and requests that fulfill the rights of, and are in accordance with, the policies of the College and of Blessing Corporate Services (BCS).

CAMPUS SAFETY

It is the responsibility of the College to provide a safe and secure environment for our students, employees and campus visitors. This booklet was prepared so the members of the college can be well informed regarding campus crime statistics, crime reporting procedures and crime prevention.

The particular crime categories cited are those required by federal legislation, specifically the Jeanne Clery Disclosure of Campus Security Policy and the Campus Crime Statistics Act of 1998.

The collection of crime statistics, requests for service, and provisions for the safety of the College's community are provided on a 24-hour basis and are similar to those of a small town. We take campus safety and security seriously and are committed in the effort to maintain a safe, secure learning environment for all students, staff, faculty and visitors. Your personal safety is a priority at the College. The College and Blessing Hospital Campus Safety maintain a close working relationship with the Quincy Police Department and other public service entities to maintain a safe campus. The College is in the process of drawing up a Memorandum of Understanding with Blessing Hospital as to services provided. In the event a criminal offense occurs on campus law enforcement will need to be called and a report filed with the law enforcement agency.

Safety and security are everyone's responsibility. We need your cooperation and assistance to make the College a safe place to live, work and learn.

CAMPUS SAFETY DEPARTMENT

The College/Blessing Hospital Safety Department is under the supervision of the Manager of Security at Blessing Hospital. Campus Safety staff includes a Director, Manager and full/part time safety officers. The officers are responsible for working cooperatively with students, faculty, staff and local law enforcement to enhance the level of service and safety on campus. Campus safety officers have direct contact with city police, fire department, and ambulance services to facilitate rapid response in any emergency situation. The campus safety department is responsible for providing a number of services related to safety and security. Safety officers routinely patrol campus on foot or in a marked safety vehicle, conduct vehicle checks, enforce parking and issue permits, conduct security surveys, student escorts and document incidents which occur on campus. Other duties include the presentation of training and crime prevention programs. Campus Security officers do not have the authority to

issue legally binding citations or make arrests. Campus Security patrols the Blessing Hospital grounds, which the College is a part of as well as the adjacent parking lots. The college has no officially recognized off campus locations.

CAMPUS SECURITY AUTHORITIES

In addition to campus safety personnel, crimes or situations requiring a timely warning may be reported to: the President, Assistant Dean of Student Services, Academic Dean and Student Services Officer. All of the mentioned parties may be reached by phone at 217-228-5520.

POLICY ON REPORTING CRIMES

It is the policy of the College that all criminal activity be accurately and promptly reported to Campus Safety, another campus security authority or to local law enforcement authorities.

CAMPUS PHYSICAL SECURITY

Most campus facilities are open during normal operating hours of 8 a.m. and 4:30 p.m. Certain facilities, buildings and offices may be restricted as to hours of access requirements. Access to residence buildings is restricted to residents and their guests. Access to residence buildings also includes admittance of staff for the purpose of maintenance, housekeeping, security and other administrative functions. Keys are issued to all residents, remain the property of the college, and may not be duplicated. Afterhours access to administrative buildings is on an as needed basis and may be granted by contacting campus safety. Some buildings have cameras installed to monitor areas where safety and security could be a risk.

All broken windows or locks should be reported to Student Services (extension 6990). For any repairs students, faculty and staff can report information to Student Services or Blessing Hospital Physical Plant. Exterior doors should not be propped open, if found open they should be secured and reported to campus safety.

IDENTIFICATION CARDS

All students, faculty and staff are issued identification cards at the College. The cards are used for identification purposes and to make purchase(s) from hospital dining services. If the card becomes lost or stolen it should be reported to Student Services

Escorts

Blessing Hospital Campus Safety offers a ride and walking escort service for students, faculty and staff. The telephone number for an escort is extension 0.

WEAPONS

Illinois law and college policy prohibit anyone other than commissioned police officers to carry weapons on campus. A weapon is defined as any object that is designed to cause injury or shoot a projectile. This includes paintball guns, blowguns, pellet/bb guns, archery equipment, knives with blades over four inches long and ammunition.

OTHER PHYSICAL SECURITY MEASURES

Campus safety along with other campus officials, regularly survey the campus grounds to assess lighting and foliage conditions as they relate to the safety and security of the college. Comments pertaining to safety and security can be directed to Student Services. The information may also be exchanged by contacting the Student Services by e-mail sgeschwandner@brcn.edu.

CRIME PREVENTION AND SAFETY AWARENESS

Educational Programs on Campus Security Procedures and Individual Responsibility

The College in conjunction with Blessing Hospital offers various programs designed to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others. Those programs come in the form of annual CBL's (computer based learning) that must be completed, and annual emails directing them to our procedures. They cover topics such as;

- Fire
- Active Shooter.
- Travel Safety.
- Personal Safety.

Educational Programs about Crime Prevention

Crime prevention and safety awareness programs are offered at the College. Campus safety and other outside agencies provide information, talks and programs as well as annual computerized based learning modules (CBLs) on topics pertaining to:

- Rape and Sexual Risk Reduction:
- Domestic Violence Education
- Workplace Violence Education
- Personal Safety: Rape Aggression Defense System
- Alcohol and Drug Awareness
- Travel Safety
- Fire Extinguisher Use Get out and Stay Alive/Surviving the Fire Weather Safety/ Preparedness
- Personal Safety/Property Safety

CAMPUS EMERGENCY NOTIFICATIONS AND TIMELY WARNINGS

All emergencies including crimes in progress, fire and medical emergencies on and off campus should be **immediately reported to 911.**

- Emergency callers should be prepared with the following information:
 - o Name
 - o Exact location of the incident
 - o Description of the scene
 - o Description of any suspects
 - o Description and license numbers of any involved vehicles.
- All victims are encouraged to report crimes and emergencies to the College or the Quincy Police Department. Initially campus safety officers will be the primary responder to campus emergencies. Direct radio and phone

communications with local police, fire and emergency medical services ensures the campus safety officer can initiate and direct emergency responders to the area.

To report non-emergencies or suspicious activities, call campus safety at 228-5520 x 0.

The College has the primary responsibility of responding to, and summoning the necessary resources, to mitigate, investigate, and document emergencies on campus.

In the event the College becomes aware of a serious or continuing threat to the health or safety of members of the College community it will issue a timely warning to the College community. The College has various systems in place for communicating information quickly to those individuals. Some or all of these methods of communication may be activated in the event of a confirmed immediate threat to the College's campus community. These methods of communication include the following:

- Emergency Text Message by Cell Phone
- Emergency E-Mail
- NOAA Weather Radios
- Building Fire Alarms

Student Services Officer is responsible for issuing these warnings. The College has communicated with local police requesting their cooperation in informing the College about crimes reported to them that may warrant these timely warnings.

CRIME RESPONSE

The College requires that calls involving crimes against persons and life/safety issues, such as fire or injury, receive priority response from the department. Any crime in progress shall be handled by local law enforcement. The primary response will be handled by the Quincy Police Department. The Adams County Sheriff's Office and the Illinois State Highway Patrol may be a source of Secondary response in an emergency situation which involves crimes in progress or acts which exhibit high potential for violence or serious bodily injury. If you are witness to a crime in progress dial 911 immediately. Reports on criminal acts not in progress or general assistance requests are taken by campus safety officers. To contact campus safety dial 217-228-5520 ext. 0 and have the operator contact campus safety or contact student services at 217-228-5520 ext. 6990.

Awareness is a vital part to crime prevention. Students, faculty, staff and visitors can stay informed about criminal incidents at the College by reading the Daily Crime Logs or Safety Alerts Which are available upon request from Blessing Hospitals Security Manager. To contact the security manager dial 217-228-5520 and have the operator connect you.

The College maintains a Daily Crime Log in compliance with the Jeanne Clery Disclosure of Campus Safety Security Policy and Campus Crime Statistics Act. Persons may view a copy of the crime log at the Director of Campus Safety Office, Blessing Hospital Quincy Illinois during normal business hours (8A.M – 5 P.M.). You can reach the Safety Office by phone at 217-223-1200.

CONFIDENTIAL REPORTING PROCEDURES

- The College has an anonymous reporting system known as Silent Witness. This can be used if the witness or victim chooses to make a report anonymously. This form is available on the door to the student services office as well as the College website, in the forms section.

- When College personnel become aware that a crime has been committed they are to inform the person they are counseling to call the Quincy Police Department and file a report. Calling the police and filing a report is completely voluntary. Contact the College Counselor if appropriate. In addition notify the Student Services Officer in writing or email. It is important to receive reports of criminal activity, even anonymously, in order for the disclosure of annual crime statistics to be as accurate as possible.
- The College counselor or the counselors at Blessing Behavioral Services are not considered to be a campus security authority and are not required to report the crime for inclusion in the annual disclosure of crime statistics. They are encouraged to inform persons being counseled of the procedure to report crimes on a voluntary basis for inclusion in the annual crime statistics. A professional counselor is defined as a person who is an employee of the institution whose official responsibilities include providing psychological counseling to members of the institution's community and who is functioning within the scope of his or her license or certificate.

EMERGENCY RESPONSE AND EVACUATION PROCEDURES

The ultimate goal of emergency preparedness is to promote community safety, assure continuity of emergency response operations and restore normal college operations and services as quickly as possible following an emergency. The Emergency Response Framework identifies key decision makers and their roles during a campus emergency. The plan provides for the establishment of emergency command centers and describes procedures that will be utilized during specifically identified severities of emergency.

The College procedure for addressing a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on campus or the immediate area:

- Unless obvious from the circumstances, the Student Service Officer, Administration team, or Campus security will first confirm the existence of the emergency or dangerous situation by consulting with appropriate area law enforcement, state or federal emergency management personnel or local weather information providers.
- Upon confirmation, the Student Services Officer, Administrative team and Campus security will consult with one another to determine the appropriate content of that notification. Due to the fact that our campus is mostly commuter students we will send emergency notifications to the entire student body as well as all faculty and staff.
- The Student Services Officer or the Assistant Dean of Support Services will initiate the emergency alert system which will send a text message and email to all students and employees who are registered for the system as well as a P.A. announcement if appropriate.
- The Blessing Health Systems Public Relations Office will notify local media in order that the larger community external to the campus may be advised of the emergency information being disseminated to the campus.
- Blessing Hospital and the Quincy Police or Fire department will be notified as well.

The College also has communicated with local police requesting their cooperation in informing the College of situations that may warrant initiating the College's emergency response and evacuation procedures.

The College will, without delay, and taking into account the safety of the community, determine the content of the notification and initiate the notification system, unless issuing a notification will, in the professional judgment of responsible authorities, compromise the effort to assist a victim or to contain, respond to or otherwise mitigate the emergency.

The Emergency alert system is tested every semester, and students can register for the alerts at any time.

EVACUATION

Buildings on campus have a notification system for emergency evacuation. In most buildings this is a fire alarm system. All fire alarm systems will sound an audible alarm and with a visible flashing strobe to signal an emergency. Whenever the alarm sounds, everyone must leave the building or move to a safe location. The alarms and strobe lights are tested every quarter and maintained by Blessing Hospital.

All buildings on-campus have emergency evacuation protocol in place with an annual distribution to faculty, staff and students. The evacuation plans include information specific to fire evacuation and severe weather procedures. These documents include such information as emergency telephone numbers; evacuation personnel duties; designated meeting points; and building information about smoke detection, and /or pull alarm systems and fire extinguisher locations. Severe weather protocol includes information specific to watch /warning education, communication procedures and safe areas for seeking shelter.

TESTING EMERGENCY RESPONSE PROCEDURES

There are a number of exercises in place to enhance the effectiveness of emergency preparedness at the college. These exercises include announced and unannounced fire alarm drills throughout campus every semester, threat recognition training for faculty and staff and an annual tabletop exercise which includes members of college administration. A record is kept of each test or exercise that includes the date and time of it and whether it was announced or unannounced. Emergency response and evacuation procedures are publicized to students and employees in conjunction with at least one test per calendar year.

ON-CAMPUS MISSING STUDENT POLICY

This policy, with its accompanying procedures, establishes a framework for cooperation among members of the college community in the event that a student living on campus is perceived to be and is reported missing.

If a member of the College community has reason to believe that a student who resides on campus is missing, he or she should immediately notify Student Services (**217-228-5520 ext. 6990**), which will initiate a missing person report and initiate an investigation. That reports should immediately be referred to Campus Safety. In the event a Campus Safety person cannot be reached, the report should be made to the Quincy Police at 911. The College will notify local law enforcement within 24 hours of the determination that a student is missing, unless the local law enforcement agency was the entity that made the determination that the student was missing.

In addition to registering a general emergency contact, all students have the opportunity to identify confidentially an individual (a confidential contact) to be contacted by the college in the event the student is determined to be missing for more than 24 hours. This, however, does not preclude the College from making a determination that the student is missing before that 24 hours has run or from initiating notification procedures as soon as it makes that missing determination.

If a student has identified a confidential contact, the College will notify that individual no later than 24 hours after the student is determined to be missing. A student's confidential contact information will be accessible only by authorized campus officials and law enforcement in the course of the investigation. If the missing student is under 18 years of age and not emancipated, the college is required to notify a custodial parent or guardian, in addition to any other designated contact person, within 24 hours of the determination that the student is missing.

Students shall be given the opportunity to designate confidential contact information, specific to the possibility of being reported missing, during residence hall check in procedures. This Confidential Contact Registration Form will be kept on file in the Student Services Office. A registration form is also available for

completion in the Student Services Office. Each student who files a Confidential Contact Registration Form is solely responsible for the accuracy of the contact phone number and for the update of information should the confidential contact person and /or number change.

SEXUAL OFFENDER REGISTRATION

The Illinois State Highway Patrol maintains the State Sexual Offender Registry, a central information and registration system for sexual offenders located in Illinois, you can access it by visiting there website at <http://www.isp.state.il.us/sor/>. Information for registered sex offenders can be received from this location as well the Adams County Sheriff's Office. The sheriff keeps record(s) of registered sex offenders in Adams County. Registered sex offender information can also be obtained from the Student Service Officer. This includes information obtained from the above mentioned law enforcement agencies.

The College will, upon written request, disclose to the alleged victim of a crime of violence (as that term is defined in Section 16 of Title 18, United States Code), or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by the College against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as a result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

ALCOHOL AND ILLEGAL DRUG USE ON CAMPUS

The Drug Free Workplace Act of 1988 & Drug Free Schools and Communities Act Amendment of 1991 mandate that we have a drug & alcohol abuse prevention program. The prevention program is comprised of the following components:

1. Education and information about the dangers of drug abuse in the workplace and on the property will be disseminated through student newsletters, bulletin boards, special publications, and special programs to employees, faculty and students.
2. Programs which address unlawfully controlled substance use, including personnel actions that may result from such violations, will be conducted and coordinated by the Blessing Health System Human Resources Department and included in the Faculty and Staff Handbooks (employees) or by the College's Program Catalog/Student Handbook (students).
3. Self-referrals, as well as supervisory referrals, to drug counseling and rehabilitation programs are available to students and faculty and staff members through the Blessing Hospital Behavioral Services and on partner campuses.

Definitions

- Drug any substance that has known mind or function altering effects on a person, including psychoactive substances prohibited or controlled by Federal and State laws.
- Prescribed Drug any substance prescribed for use by the employee by a licensed medical practitioner.

College Sanctions

To ensure a safe and productive work & learning environment, the following is prohibited on College or Hospital property or as part of any College activity:

- Unlawfully manufacturing, distributing, dispensing, possessing, or using controlled substances, or misusing or abusing prescribed or over-the-counter drugs;
- Detectable levels of illegal drugs or alcohol while executing job duties during normal working hours;
- Violating any federal or state law relating to alcohol or drugs, including those relating to underage drinking;

- Consuming alcoholic beverages on College or Hospital premises or at a College-sponsored function.

Anyone violating this policy regarding alcohol and illegal drugs and/or controlled substances will be subject to disciplinary action up to and including termination (employee) or suspension and/or expulsion (student) in addition to referral for prosecution by local and federal authorities.

External Sanctions

Students and employees must be aware that there are significant criminal penalties, under federal and state law, for the unlawful possession or distribution of alcohol and illegal drugs.

Federal Law: Conviction for the possession of illicit drugs results in 1 to 3 years imprisonment and a minimum fine of \$1,000, unless the offense involves cocaine base (crack) which may carry mandatory imprisonment for 5 to 20 years.

A Federal Trafficking Penalties table, obtained from the U.S. Drug Enforcement Administration:
<http://www.justice.gov/dea/druginfo/ftp3.shtml>

The severity of the sanctions imposed for both possession and distribution offenses depend on the type of quality of drugs, prior conviction, and whether death or serious injury resulted. Sanctions may be increased for offenses which involve distribution to minors or occur on or near College premises. In addition, other federal laws require or permit forfeiture of personal or real property used to illegally possess, facilitate possession, transport or conceal a controlled substance. A person's right to purchase a firearm or receive federal benefits, such as student loans, grants, contracts, or professional or commercial licenses, may also be revoked or denied as a result of a drug conviction.

Counseling and Treatment

The College encourages individuals with substance abuse problems to seek assistance. Employees and Students at the College have a free resource through Blessing Behavioral Health Services. Employees are encouraged to speak with Human Resources for more information on who to contact for help and Students are encouraged to speak to the College counselor or the Student Services officer.

Students of the College are encouraged to seek help in their local area or through online programs and hotlines. Some examples are:

- www.drugrehabcenter.com
- www.journeyrecoverycenters.com
- www.Unhooked.com

OFFENSE DEFINITIONS

The Clery Act requires statistics be reported for certain specified serious crimes, liquor law violations, drug law violations and illegal weapons violations. The offenses are defined according to the F.B.I. Uniform Crime Reporting/ National Incident – Base Reporting System as follows

Arson: Any willful or malicious burning or attempting to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc.

Aggravated Assault: An unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. The UCR Program further specifies that this type of assault is usually accompanied by the use of a weapon or by other means likely to produce death or great bodily harm. Attempted aggravated assault

that involves the display of—or threat to use—a gun, knife, or other weapon is included in this crime category because serious personal injury would likely result if the assault were completed. When aggravated assault and larceny-theft occur together, the offense falls under the category of robbery

Burglary: The unlawful entry into a building or other structure with the intent to commit a felony or a theft.

Murder and Non-Negligent Manslaughter: The willful killing of one human being by another

Negligent Manslaughter: The killing of another person through gross negligence.

Drug Abuse Violations: Arrests or disciplinary referrals for the violation of laws prohibiting the production, distribution, and/or use of certain controlled substances and the equipment or devices utilized in the preparation and /or use.

Liquor Law Violations: Arrests or disciplinary referrals for the violation of laws and ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or use of alcoholic beverages. Drunkenness and driving under the influence are not included.

Motor Vehicle Theft: The theft or attempted theft of a motor vehicle. In the UCR Program, a motor vehicle is a self-propelled vehicle that runs on land surfaces and not on rails. Examples of motor vehicles include sport utility vehicles, automobiles, trucks, buses, motorcycles, motor scooters, all-terrain vehicles, and snowmobiles. Motor vehicle theft does not include farm equipment, bulldozers, airplanes, construction equipment, or water craft such as motorboats, sailboats, houseboats, or jet skis. The taking of a motor vehicle for temporary use by persons having lawful access is excluded from this definition.

Rape: 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.

Robbery: The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.

Sex Offenses:

- *Fondling:* 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 his/her age or because of his/her temporary or permanent mental incapacity.
- *Incest:* Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- *Statutory Rape:* Sexual intercourse with a person who is under the statutory age of consent.

Weapons Law Violations: Arrests or disciplinary referrals for the violation of laws or ordinances prohibiting the sale, purchase, manufacture, transportation, possession, concealment, or use of firearms, cutting instruments, explosives, incendiary devices, or other deadly weapons. Include violations such as the manufacture, sale, or possession of deadly weapons, concealed or openly; using, manufacturing, etc., silencers; and furnishing deadly weapons to a minor.

Hate Crimes: The Clery Act also requires collecting and reporting statistics related to hate crimes. These are crimes motivated by bias related to the victim's actual or perceived, race, gender, gender identity, religion, sexual orientation, ethnicity, national origin or disability. Hate crime statistics include not only those crimes noted above, but also the crimes of:

- *Larceny-theft*: The unlawful taking, carrying, leading, or riding away of property from the possession or constructive possessing of another. Attempted larcenies are included.
- *Simple assault*: An unlawful physical attack by one person upon another where neither the offender displays a weapon, nor the victim suffers obvious severe or aggravated bodily injury involving apparent broken bones, loss of teeth, possible internal injury, severe laceration, or loss of consciousness.
- *Intimidation*: To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying the weapon or subjecting the victim to actual physical attack.
- *Destruction/damage/vandalism of property*: To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property without the consent of the owner or the person having custody or control of it.

OTHER CRIMES

The Clery Act also requires collecting and reporting statistics on the additional crimes set forth below. These definitions are prescribed to ensure consistent reporting by colleges and universities across the country. As noted later in this document, however, definitions under Illinois law are used for purposes of training and educating students and employees.

Dating Violence

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. This includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Domestic Violence

A felony or misdemeanor committed: by a current or former spouse or intimate partner of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner; 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.

Stalking

A course of conduct directed at a specific person that would cause a reasonable person to fear for her, his or others' safety, or to suffer substantial emotional distress. For purpose of this definition, "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, surveys, threatens, or communicates to or about a person, or interferes with a person's property. "Substantial emotional distress" means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling. "Reasonable person" means a reasonable person under similar circumstances and with a similar identity to the victim.

Preventing and Responding to Various Sex Related Offenses

The College prohibits rape, acquaintance rape, domestic violence, dating violence, sexual assault and stalking and has various programs to educate students and employees about awareness of such offenses and steps that can be taken to prevent them.

The College's Primary Prevention and Awareness Program focuses on all incoming students and new employees and is geared towards stopping dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention and seek to change behavior and social norms in healthy and safe directions.

The Primary Prevention and Awareness Program also includes instruction on safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene where there is a risk of domestic violence, dating violence, sexual assault or stalking against a person other than such individual. It also includes information on risk reduction, such as warning signs of abusive behavior and how to avoid potential attacks.

The following are safe and positive options that a bystander can take to intervene and prevent harm or the risk of harm to another individual:

- Name or acknowledge an offense.
- Point to the "elephant in the room."
- Interrupt the behavior.
- Publicly support an aggrieved person.
- Call for help.

The following information relates to risk reduction options that promote safety and help students and employees address conditions that facilitate violence:

- If you find yourself in an uncomfortable sexual situation, these suggestions may help you reduce your risk:
 - Make your limits known before going too far.
 - You can withdraw consent to sexual activity at any time. Do not be afraid to tell a sexual aggressor "NO" clearly and loudly.
 - Try to remove yourself from the physical presence of a sexual aggressor. Be direct as possible about wanting to leave the environment.
 - Grab someone nearby and ask them for help.
 - Be responsible about your alcohol and/or drug use. Alcohol and drugs can lower your sexual inhibitions and may make you vulnerable to someone who views an intoxicated/high person as a sexual opportunity.
 - Attend large parties with friends you trust. Watch out for your friends and ask that they watch out for you.
 - Be aware of someone trying to slip you an incapacitating "rape drug" like Rohypnol or GHB.
 - It is also important to be aware of the warning signs of an abusive person. Some examples include:
 - Past abuse
 - Threats of violence or abuse
 - Breaking objects
 - Using force during an argument
 - Jealousy
 - Controlling behavior
 - Quick involvement
 - Unrealistic expectations

- Isolation
- Blames others for problems
- Hypersensitive
- Cruelty to animals or children
- “Playful” use of force during sex
- Jekyll-and-Hyde personality
- If you find yourself in the position of being the initiator of sexual behavior, these suggestions may help you to reduce your risk of being accused of sexual assault or another sexual crime:
 - Remember that you owe sexual respect to the other person.
 - Don’t make assumptions about the other person’s consent or about how far they are willing to go.
 - Remember that consent to one form of sexual activity does not necessarily imply consent to another form of sexual behavior.
 - If your partner expresses a withdrawal of consent, stop immediately.
 - Clearly communicate your sexual intentions so that the other person has a chance to clearly tell you their intentions.
 - Consider “mixed messages” a clear sign that the other person is uncomfortable with the situation and may not be ready to progress sexually.
 - Don’t take advantage of someone who is really drunk or on drugs, even if they knowingly and intentionally put themselves in that state. Further, don’t be afraid to step in if you see someone else trying to take advantage of a nearly incapacitated person.
 - Be aware of the signs of incapacitation, such as slurred speech, bloodshot eyes, vomiting, unusual behavior, passing out, staggering, etc.

In addition, the College has an Ongoing Prevention and Awareness Campaign for students and faculty. This campaign serves as a refresher for the topics addressed in the Primary Prevention and Awareness Program. It is conducted by means of Computer Based Learning modules, and emails with links to videos for programming, initiatives, and strategies that are focused on increasing understanding of topics relevant to, and skills for addressing, dating violence, domestic violence, sexual assault, and stalking.

On-line resources:

- www.Notalone.gov
- www.NSVRC.org

For purposes of the aforementioned educational programs, the College uses certain definitions contained in the Illinois law. They are set forth below.

Domestic Violence

Under Illinois Law, Domestic violence is a crime. Any person who hits, chokes, kicks, threatens, harasses, or interferes with the personal liberty of another family or household member has broken Illinois Domestic Violence law. Under Illinois law family or household members are defined as

- family members related by blood;
- people who are married or used to be married;
- people who share or used to share a home, apartment, or other common dwelling;
- people who have or allegedly have child in common or a blood relationship through a child in common;
- people who are dating or engaged or used to date, including same sex couples; and people with disabilities and their personal assistants.

Dating Violence

The College has determined from good-faith research that Illinois law does not define a separate offense of “dating violence.. Note, however, that the definition of “domestic violence” above includes within its coverage violence by a person against another person whom the perpetrator is dating or engaged or used to date. Also, the College uses in its sexual violence educational programs the definition of dating violence provided in the Clery Act for purposes of collecting crime statistics. Under it, dating violence means violence committed by a person

- a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - i. The length of the relationship
 - ii. The type of relationship
 - iii. The frequency of interaction between the persons involved in the relationship

Stalking

Under Illinois Law, Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- a) Fear for his or her safety or the safety of others; or
- b) Suffer substantial emotional distress
- c) 720 ILCS 5/12-7.3. Stalking. (2011)(a) A person commits stalking when he or she knowingly engages in a course of conduct directed at a specific person, and he or she knows or should know that this course of conduct would cause a reasonable person to:
 - d) (1) fear for his or her safety or the safety of a third person; or
 - e) (2) suffer other emotional distress.
- f) (a-3) A person commits stalking when he or she, knowingly and without lawful justification, on at least 2 separate occasions follows another person or places the person under surveillance or any combination thereof and:
 - g) (1) at any time transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person; or
 - h) (2) places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person.
- i) (a-5) A person commits stalking when he or she has previously been convicted of stalking another person and knowingly and without lawful justification on one occasion:
 - j) (1) follows that same person or places that same person under surveillance; and
 - k) (2) transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person.
- l) (b) Sentence. Stalking is a Class 4 felony. A second or subsequent conviction for stalking is a Class 3 felony.
- m) (c) Definitions. For purposes of this Section:
 - n) (1) "Course of conduct" means 2 or more acts, including but not limited to acts in which a defendant 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, engages in other non-consensual contact, or interferes with or damages a person's property or pet. A course of conduct may include contact via electronic communications.
 - o) (2) "Electronic communication" means any transfer of signs, signals, writings, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectric, or photo-optical system. "Electronic communication" includes transmissions by a computer through the Internet to another computer.
 - p) (3) "Emotional distress" means significant mental suffering, anxiety or alarm.

- q) (4) "Family member" means a parent, grandparent, brother, sister, or child, whether by whole blood, half-blood, or adoption and includes a step-grandparent, step-parent, step-brother, step-sister or step-child. "Family member" also means any other person who regularly resides in the household, or who, within the prior 6 months, regularly resided in the household.
- r) (5) "Follows another person" means (i) to move in relative proximity to a person as that person moves from place to place or (ii) to remain in relative proximity to a person who is stationary or whose movements are confined to a small area. "Follows another person" does not include a following within the residence of the defendant.
- s) (6) "Non-consensual contact" means any contact with the victim that is initiated or continued without the victim's consent, including but not limited to being in the physical presence of the victim; appearing within the sight of the victim; approaching or confronting the victim in a public place or on private property; appearing at the workplace or residence of the victim; entering onto or remaining on property owned, leased, or occupied by the victim; or placing an object on, or delivering an object to, property owned, leased, or occupied by the victim.
- t) (7) "Places a person under surveillance" means: (1) remaining present outside the person's school, place of employment, vehicle, other place occupied by the person, or residence other than the residence of the defendant; or (2) placing an electronic tracking device on the person or the person's property.
- u) (8) "Reasonable person" means a person in the victim's situation.
- v) (9) "Transmits a threat" means a verbal or written threat or a threat implied by a pattern of conduct or a combination of verbal or written statements or conduct.
- w) (d) Exemptions.
- x) (1) This Section does not apply to any individual or organization (i) monitoring or attentive to compliance with public or worker safety laws, wage and hour requirements, or other statutory requirements, or (ii) picketing occurring at the workplace that is otherwise lawful and arises out of a bona fide labor dispute, including any controversy concerning wages, salaries, hours, working conditions or benefits, including health and welfare, sick leave, insurance, and pension or retirement provisions, the making or maintaining of collective bargaining agreements, and the terms to be included in those agreements.
- y) (2) This Section does not apply to an exercise of the right to free speech or assembly that is otherwise lawful.
- z) (3) Telecommunications carriers, commercial mobile service providers, and providers of information services, including, but not limited to, Internet service providers and hosting service providers, are not liable under this Section, except for willful and wanton misconduct, by virtue of the transmission, storage, or caching of electronic communications or messages of others or by virtue of the provision of other related telecommunications, commercial mobile services, or information services used by others in violation of this Section.
- aa) (d-5) The incarceration of a person in a penal institution who commits the course of conduct or transmits a threat is not a bar to prosecution under this Section.(d-10) A defendant who directed the actions of a third party violate this Section, under the principles of accountability set forth in Article 5 of this Code, is guilty of violating this Section as if the same had been personally done by the defendant, without regard to the mental state of the third party acting at the direction of the defendant.
- bb) This includes those of the same or opposite sex.

Sexual Assault

Under Illinois law (720 ILCS 5/11-1.20) the crime of criminal sexual assault is committed when a person does any of the following:

- commits an act of sexual penetration by the use of force or threat of force;
- commits an act of sexual penetration and the accused knew that the victim was unable to understand the nature of the act or was unable to give knowing consent
- commits an act of sexual penetration with a victim who was under 18 years of age when the act was committed and the accused was a family member
- commits an act of sexual penetration with a victim who was at least 13 years of age but under 18 years of age when the act was committed and the accused was 17 years of age or over and held a position of trust, authority or supervision in relation to the victim.
- This includes those of the same or opposite sex.

Consent as defined in Illinois Statutes (720 ILCS 5/11-1.70)

"Consent" means a freely given agreement to the act of sexual penetration or sexual conduct in question. Lack of verbal or physical resistance or submission by the victim resulting from the use of force or threat of force by the accused shall not constitute consent. The manner of dress of the victim at the time of the offense shall not constitute consent.

CONFIDENTIALITY**POLICY**

Confidentiality of patient/family information is expected and required of all students. Such information may not be shared with anyone except faculty and those members of the health care team who are directly involved with the care of the patient.

Violation of confidentiality is considered an offense against the College, society, and patients. A lack of confidentiality fails to meet satisfactory academic performance and violates a legal aspect of nursing practice. As such, violations are considered serious and are dealt with accordingly with academic probation, dismissal, or suspension.

CONSTITUTION DAY AND CITIZENSHIP DAY PROGRAM**POLICY**

The College supports the Constitution Day and Citizenship Day Program. The College provides an annual education program for commemorating the September 17, 1787 signing of the U.S. Constitution. All students are notified of the event by September 1st. The College collaborates with Quincy University and or Culver-Stockton College for this event.

GENDER EQUITY POLICY**POLICY**

The College does not practice or condone discrimination in any form on the grounds of race, color, national or ethnic origin, religion, sex, sexual orientation, age, marital status, veteran status, or disability to the

extent required by law. Sex discrimination includes discrimination on the basis of gender identity and failure to conform to stereotypical notions of femininity and masculinity.

For purposes of this policy, the College uses the term “transgender” to include those individuals who identify as gender non-conforming, including but not limited to: gender queer, gender variant, bigender, transsexual, or other specific terms that individuals feel may more accurately describe their experience of themselves.

This policy provides some basic information that transgender individuals may find helpful and affirms the College’s commitment to fully accommodating all transgender members of the College community.

Legal Name Change

An individual’s legal name will be used for official transcripts, financial aid documents, payroll, personnel files, and other College systems where a legal name is required by law or College policy.

To change the name on all documents at the College, individuals must obtain a court ordered name change. Individuals will need to provide a copy of the court order to the Registrar on the Student Information Change form found on the College’s website. Upon providing proof of legal name change, the College will change all official records to reflect the individual’s new name.

Preferred Name & Pronoun

Transgender individuals may also elect to use a name other than their legal name, for internal College purposes. Individuals may also elect to use a preferred pronoun.

The College acknowledges that a “preferred name” can and should be used wherever possible in the course of College business and education. An individual’s preferred name and pronoun will be used in lieu of legal name when it is not necessary for the legal name to be used. Individuals who choose to use a preferred name should expect the preferred name to appear on everything except official transcripts, financial aid documents, and payroll.

To designate a preferred name and/or pronoun, please complete the Student Information Change Form found on the College’s website and send it to the Registrar’s office. Students, faculty, and staff are expected to facilitate the use of preferred name and pronoun.

Sex/Gender Marker Change

Official College records reflect sex assigned at birth. Individuals changing their sex/gender marker will be required to provide a valid, government issued document with the corrected gender, or documentation from either a medical health care provider or a licensed mental health care provider. Please contact the Registrar and complete the Student Information Change Form (found on the College’s website) to change what appears in official College records.

An individual’s sex/gender marker does not appear on ID cards or transcripts.

Bathrooms

The College has several single-occupancy, gender-inclusive restrooms located on campus. For information about the location of single-occupancy restrooms, please contact the Assistant Dean for Support Services. All

members of the campus community and campus visitors are welcome to use these or any restroom that corresponds to their gender identity.

Harassment & Discrimination

Any student, faculty, or staff member who believes they or another member of the College community may have been subjected to conduct that constitutes prohibited sex discrimination is encouraged to file a complaint with the College's Title IX Coordinator:

Jenna Crabtree, MBA
Assistant Dean for Support Services
Broadway at 11th St
PO Box 7005
Quincy, IL 62305
www.brcn.edu
crabtreej@brcn.edu
217-228-5520, ext. 6961

Complaints of this nature are investigated and resolved pursuant to the College's Sexual Misconduct Policy.

Questions

Please contact the Assistant Dean for Support Services regarding any additional information or assistance you may need to access transgender accommodation services offered by the College.

HEALTH AND CPR REQUIREMENTS

POLICY

Health Requirements: Immunization

On-Campus In-Class Requirements

The State of Illinois has enacted legislation requiring colleges and universities to collect proof of immunization from students. This law applies to all full-time students and those part-time students registered for six or more hours of credit, enrolling after July 1, 1989, and born after January 1, 1957.

State regulations require proof of immunization evidencing the following immunization:

- Diphtheria, Tetanus (1 dose having been received within 10 years of enrollment).
- Measles (2 doses).
- Rubella.
- Mumps.

NOTE: Students exempt from on-campus, in-class requirements are those individuals enrolled in distance education.

Clinical Requirements

The Occupational and Safety Health Administration (OSHA) mandates all healthcare agencies comply with the Hepatitis B series, TB testing, and Rubella.

- Hepatitis B: Initial dose; second dose 4 weeks after first dose; and third dose 5 months after second dose.
- MMR: The MMR is used by the College to fulfill the Rubella requirement.
- TB testing of all health care workers: All persons working or volunteering in health care centers initially need a 2-step test followed by yearly updates.

1st test = initial test with reading of results at 48-72 hours later.

2nd test = given 1 week after 1st test and results read 48-72 hours later.

Yearly update: one test is given with reading of results 48-72 hours later.

Proof of Immunization

Proof of immunization may be provided by a certificate of immunization containing the date of vaccination or by having a copy of the student's high school health record sent to the College. Because state laws differ, out-of-state students should review their high school health record to ensure it contains the required information. Students may be exempt from one or more of the specific immunization requirements for either medical or religious reasons.

The College is required to prohibit students who fail to submit proof of immunization from attending classes and clinical experiences.

It is College policy that the Hepatitis #1 and Hepatitis #2 vaccine and TB skin testing must be completed prior to any patient contact. Students will not attend any nursing clinical experiences with patients when not in compliance with requirements.

Influenza Immunization

The College's students are required to take the flu immunization or sign a waiver by the prescribed date as determined each fall semester. Students who do not comply with this policy will not be allowed to attend classes, clinical, or any other events on campus and will be disciplined according to the Student Code of Conduct.

During periods of Regional or Widespread influenza activity, students who have not been immunized will be required to wear an isolation mask at all times except when they are in designated eating areas such as break-rooms, cafeterias, coffee shops or tea rooms. Persons who are non-compliant with the requirement to wear a mask will be counseled and disciplined according to the Student Code of Conduct.

Any questions should be addressed to the Student Services Office at 217-228-5520, extension 6990.

CPR Requirement

CPR certification by the American Heart Association – Basic Life Support for Health Care Provider course - is required of all nursing students when entering the major. Proof of certification and renewal must be submitted to the College's Student Services Office before fall registration.

A variety of opportunities are available to obtain or renew CPR skills. Blessing Hospital has monthly sessions available by reservation through the Educational Services Department of the hospital. Space in hospital classes is limited and reservations must be made well in advance.

Deadline for Health And CPR Requirements

Freshman Nursing Students Entering the Major as Sophomores

Freshman nursing major students who are officially entering the major as sophomores must have all health requirements (immunizations and CPR) **completed by spring pre-registration and submitted to the College's Student Services Office**. Spring pre-registration will be placed on hold until the requirements are met.

Transfer Students

Transfer students must have health requirements completed by the end of the first full week of classes.

Requirements

Health and CPR requirements to be completed by the above deadline are:

- MMR #1 and #2 (covers mumps, measles, and rubella).
- Hepatitis B #1 and #2.
- TB - proof of 2 skin tests within one week of each other.
- Td (Diphtheria/Tetanus series or booster) - within 10 years.
- CPR
- Hepatitis B #3 to be completed 5 months after Hepatitis B #2 (OSHA and hospital requirement).
- Influenza vaccine- date to be determined each fall.

Annual Requirements for Continuing Students

Annual health and CPR requirements are:

- A TB skin test.
- An updated Td as needed to meet the within 10 year regulation.
- CPR re-certification before expiration date (re-certification is every two years).
- Influenza vaccine- date to be determined each fall.

Positive TB Skin Tests and Chest X-rays

Students who have positive reacting TB skin tests are to submit results of their chest X-rays. Chest x-rays are to be done every three years. Standards of care and public health protocols will be followed if TB skin tests convert from negative to positive reactions.

RECORD KEEPING

The Student Services Officer is responsible for reviewing student health requirements and maintaining health records by law. Health records are placed in the student's health file and kept in a permanent file for 5 years after graduation. A charge of \$5.00 will be assessed for copying health records for any reason. The student is responsible for keeping originals and providing the College with copies.

Instructors are informed of students who do not meet the above health and CPR requirements. Students will be removed from class and clinical until requirements are met.

HEALTH INSURANCE

POLICY

Health insurance is required for all students, and therefore, students are required to show proof of health insurance at registration in the fall. Students who do not have and do not want to purchase health insurance of any kind are required to sign a release form.

Health insurance brochures can be obtained from the College's Student Services Office. None of the companies represented in the brochures are in any way affiliated with or necessarily recommended by the College, Blessing Hospital, Culver-Stockton College, and Quincy University. Interested students must apply directly to the company of their choice for coverage. All future transactions are between the student and the insurance company selected. The College and its partners do not provide claim or payment services.

Expenses for health care from any source are the obligation of the student. Students are to contact the physician of their choice for major illness.

HEALTH AND OSHA POLICY

POLICY

The College complies with all regulations regarding student health set forth by the State of Illinois for post-secondary institutions, health policies of cooperating clinical agencies, and employee health policies of Blessing Hospital.

The College encourages nursing students to engage in positive health practices for self-protection and for the protection of those they will serve. Only those students who have met all health requirements will be allowed to participate in clinical experiences.

PURPOSE

The purpose of this policy is to identify State of Illinois, Blessing Hospital, and College requirements regarding student health and to ensure that they have been met.

OSHA

OSHA is the Occupational, Safety, and Health Administration, an agency of the U.S. government with the authority to regulate safety and health in the workplace.

An OSHA regulation is considered federal law. Therefore, employers and employees must comply with OSHA regulations. Students practicing in a work area must also follow OSHA regulations.

OSHA regulations that apply to nursing students are:

- All personal injuries and accidents that happen in the work place must be reported to the College. Therefore, students must report all personal injuries and accidents that happen during clinicals, on the College premises, and on the Blessing Hospital complex.
- All patient care errors and accidents must be reported. Therefore, students must report patient care incidents to their instructors.

- All health care workers must wear a lab coat or scrub jacket or uniform when working in a clinical/patient care area.
- All health care workers must be protected from the spread of microbes. This regulation involves: 1) being immunized; 2) using personal protective gear; 3) cleaning contaminated lab coats and uniforms; and 4) reporting needle sticks and cuts from sharp objects.

THE LAB COAT

Students must wear lab coats, scrub jackets, or uniforms when giving patient care, prepping for clinical, and visiting assigned patients for whatever reasons.

Lab coats, scrub jackets and uniforms are designed to protect the health care worker from body fluids and microbes. Because lab coats and uniforms are exposed to body fluids and microbes, they should not be worn in public after clinical hours.

Knit material is not recommended for uniforms because of its ability to absorb fluids. Therefore, the College dress code does not allow knit uniforms.

When a lab coat, scrub jacket or uniform is contaminated, the student or health care worker must implement the following steps:

1. Report the incident to the instructor.
2. Take the lab coat or uniform off and bag it for laundering.
3. Shower/bathe in the facilities provided by the institution/agency.
4. Put on clothes provided by the institution/agency.

INTELLECTUAL FREEDOM/PRIVACY

POLICY

The College is committed to the principles of academic freedom to protect the intellectual freedom of scholarship. This intellectual freedom extends to the protection of the right to privacy of all Blessing Health Professions Library patrons. Library patrons have the right to confidentiality and privacy in the use of print and electronic information to the extent possible given constraints of space in public access settings. Individuals are accountable for logging off databases and computers when finished in order to protect their privacy. Library personnel works with other libraries in the Illinois Library and Information Network to preserve and protect these rights, subject to limitations imposed by licensing and payment agreements with electronic content providers. The Library is not responsible for the privacy practices of external web sites.

Library personnel limits the Personally Identifiable Information (PHI) collected, does not place PHI in public view, avoids creating unnecessary records, and retains only the information needed. The identity of the borrower or requestor of a library item and the information contained in individual circulation system patron records are confidential, in accordance with Illinois Statutes. Library personnel may be obligated to release such information to law enforcement agents in response to a search warrant, subpoena, or other lawful directives issued in accordance with S. 193, **the USA PATRIOT Act Sunset Extension Act of 2011**. Deleted records containing PHI will be properly disposed of in confidential bins maintained by Blessing Health System.

Library personnel monitors the institutional implementation of the Family Education Rights and Privacy Act of 1973 (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) of 2003, evaluating their

impact on the collection, retention of library records, and the privacy and confidentiality rights of library patrons. The Library respects and follows the College and Blessing Health System privacy policies.

NAME BADGE

POLICY

All undergraduate students must wear their name badges at all times when on the College's campus, including class, clinical, library, simulation center, computer labs, and the Student Services Building. Students will be asked to leave the campus when not wearing their name badges. The Student Code of Conduct sanctions will apply.

NON-DISCRIMINATION/EQUAL OPPORTUNITY POLICY

POLICY

The College is committed to the principle of equal opportunity in education and employment. The College prohibits discrimination against and harassment of any student, employee, applicant for employment, third party or community member because of race; color; national or ethnic origin; age; religion; disability; sex; sexual orientation; gender; gender identity and expression; including a transgender identity; genetics; veteran status; retaliation; and any other characteristic protected under applicable federal or state law, herein called "**protected categories.**" The College expects all employees, students, and community members to join with and uphold this commitment.

The College also prohibits retaliation based on a protected activity, such as the filing of a complaint of discrimination or participation in the investigation of such a claim. Any witness, complainant or respondent involved in an investigation ought not to be retaliated against for their participation in the fact-finding process.

The College has designated the Title IX Coordinator to coordinate its compliance with Equal Opportunity and to receive inquiries regarding Equal Opportunity:

Jenna Crabtree, MBA
Assistant Dean of Support Services
Blessing-Rieman College of Nursing and Health Sciences
Broadway at 11th St
PO Box 7005
Quincy, IL 62305
www.brcn.edu
crabtreej@brcn.edu
217-228-5520, ext. 6961

A person may also file a complaint of discrimination with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Equal Opportunity by visiting: www2.ed.gov/about/offices/list/ocr/complaintintro.html or calling 800-421-3481.

DEFINING AND RECOGNIZING DISCRIMINATION

Unlawful discrimination occurs when a person is harassed or treated arbitrarily or differently because of their real or implied membership in a "**protected category**" such as race; color; national or ethnic origin; age; religion; disability; sex; sexual orientation; gender; gender identity and expression; including a transgender identity; veteran status; genetics; retaliation; and any other characteristic protected under applicable federal or state law.

Personality differences or conflicts, general mistreatment not based on the above protected categories, or a response to poor performance are usually employee relations issues, not discrimination matters.

COMPLAINTS WITH DISCRIMINATION

Making a Complaint

Employees

All College employees have a duty to file a complaint with the Title IX Coordinator (see contact information above) when they believe or receive information indicating that a member of the College Community may have been subjected to conduct that constitutes prohibited Discrimination based on a Protected Category.

Students and Other Persons

Students and other persons who believe they or another member of the College Community may have been subjected to conduct that constitutes prohibited Discrimination based on a Protected Category are encouraged to file a complaint with the Title IX Coordinator, Jenna Crabtree, the Assistant Dean for Support Services, at 217-228-5520 x6961 or crabtreej@brcn.edu. Students and other persons may also file a complaint with the United States Department of Education's Office for Civil Rights at: www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

Content of the Complaint

So the College has sufficient information to investigate a complaint, the complaint should include: (1) the date(s) and time(s) of the alleged Discrimination based on a Protected Category; (2) the names of all person(s) involved in the alleged Discrimination based on a Protected Category, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the complainant so the College may follow up appropriately.

Conduct that Constitutes a Crime

Any person who believes they have been subject to Discrimination that also constitutes a crime is encouraged to make a complaint to local law enforcement as well as to the College's Title IX Coordinator. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. in the event of an emergency, please contact 911.

Vendors, Contractors, and Third-Parties

This policy applies to the conduct of vendors, contractors, and third parties. Persons who believe they have been discriminated against or harassed in violation of all the College's non-discrimination policies should make a complaint in the manner set forth in this section.

Retaliation

It is a violation of this policy to retaliate against any member of the College community who reports or assists in making a complaint of Sex Discrimination or Discrimination based on a Protected Category or who participates in the investigation of a complaint in any way. Retaliation includes any act of revenge or negative or otherwise unwarranted treatment. Persons who believe they have been retaliated against in violation of this policy should make a complaint in the manner set forth in this section.

Protecting the Complainant

Pending final outcome of an investigation in accordance with the complaint resolution procedures, the College will take steps to protect the complainant from further Discrimination based on a Protected Category or retaliation. This may include allowing the complainant to change his or her academic situation if options to do so are reasonably available.

Timing of Complaints

The College encourages persons to make complaints of Discrimination based on a Protected Category as soon as possible because late reporting may limit the College's ability to investigate and respond to the conduct complained of. College employees must forward any report or observation of Discrimination based on a Protected Category against a student within three (3) business days to the Title IX Coordinator. All complaints of Discrimination based on a Protected Category should be made within 180 days of the alleged misconduct.

Investigation and Confidentiality

All complaints of Discrimination based on a Protected Category will be promptly and thoroughly investigated in accordance with the complaint resolution procedures (see below), and the College will take disciplinary and remedial action where appropriate. The College will make reasonable and appropriate efforts to preserve an individual's privacy and protect the confidentiality of information when investigating and resolving a complaint. However, because of laws relating to reporting and other state and federal laws, the College cannot guarantee confidentiality to those who make complaints. In the event that the complainant's confidentiality cannot be ensured, the College will notify the complainant.

In the event a complainant requests confidentiality or asks that a complaint not be investigated, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists that his or her name not be disclosed to the alleged perpetrator, the College's ability to respond may be limited. The College reserves the right to initiate and proceed with an investigation despite a complainant's request for confidentiality in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the College Community.

Resolution

If a complaint of Sex Discrimination or Discrimination based on a Protected Category is found to be substantiated, the College will take appropriate corrective and remedial action. Students, faculty, and employees found to be in violation of this policy will be subject to discipline up to and including written reprimand, suspension, demotion, termination, or expulsion. Affiliates and program participants may be removed from the College programs and/or prevented from returning to campus. Remedial steps may also include counseling for the complainant, academic, work, or living accommodations for the complainant, separation of the parties, and training for the respondent and other persons.

Bad Faith Complaints

While the College encourages all good faith complaints of Sex Discrimination or Discrimination based on a Protected Category, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

Academic Freedom

The College strongly supports and protects principles of academic freedom. All members of the College community have the right to use the academic forum provided by the College to discuss controversial subjects and express ideas with which some or most of the members of the College community disagree. Sex Discrimination or Discrimination based on a Protected Category, however, is not about voicing unpopular ideas. Sex Discrimination or Discrimination based on a Protected Category is neither legally protected expression nor the proper exercise of academic freedom.

Education

Because the College recognizes Discrimination based on a Protected Category as an important issue, it offers educational programming to a variety of groups such as: campus personnel; incoming students participating in orientation; and members of student organizations. To learn more about education resources, please contact the Title IX Coordinator.

COMPLAINT RESOLUTION PROCEDURES FOR DISCRIMINATION**General Principles**

For purposes of these complaint resolution procedures, "Investigating Officer" means the Title IX Coordinator or his/her designee. The Investigating Officer shall have responsibility for administering these complaint resolution procedures.

Fairness and Impartiality

The Investigating Officer shall discharge his or her obligations under these complaint resolution procedures fairly and impartially. If the Investigating Officer determines that he or she cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, the Investigating Officer shall designate another appropriate individual to administer these procedures.

Investigation and Resolution of the Complaint

Once a complaint is made, the Investigating Officer will commence an investigation of it as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes Discrimination based on a Protected Category. During the course of the investigation, the Investigating Officer may receive counsel from the College's administrators, the College's attorneys, or other parties as needed.

In certain narrow circumstances, the Investigating Officer may commence an investigation even if the complainant requests that the matter not be pursued. In such a circumstance, the Investigating Officer will take all

reasonable steps to investigate and respond to the matter in a manner that is informed by the complainant's articulated concerns.

Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

Non-Attorney Support Person for Cases Involving Students

During the investigation process, both a student complainant and a student respondent may ask a non-attorney support person from the College Community to accompany him or her to meetings with the Investigating Officer. The support person must be an administrator, faculty member, or fellow student. In cases involving multiple student complainants or student respondents, the non-attorney support person cannot be another complainant or respondent. The non-attorney support person does not serve as an advocate on behalf of the complainant or respondent, and he or she must agree to maintain the confidentiality of the process. Non-student complainants, and non-student respondents, are not entitled to have a support person present during the investigatory process.

Interim Measures

At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protections may constitute a separate violation of this policy.

Pending Criminal Investigation

Some instances of Discrimination may also constitute criminal conduct. In such instances, the complainant is also encouraged to file a report with the appropriate law enforcement authorities and, if requested, the College will assist the complainant in doing so. The pendency of a criminal investigation, however, does not relieve the College of its responsibilities. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report. The written report will explain the scope of the investigation, identify findings of fact, state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence, and recommend one of the three determinations specified below. The written report will be submitted to both the Academic Dean and the Assistant Dean for Support Services.

In the case of a complaint against a faculty member or student, the Academic Dean, in consultation with the Assistant Dean for Support Services, may accept the Investigating Officer's report, request to review additional

information, including summaries of party/witness statements or other information, or return the report for further investigation.

In the case of a complaint against any person other than a faculty member or student, the Assistant Dean for Support Services, in consultation with the Academic Dean, may accept the Investigating Officer's report, request to review additional information, including summaries of party/witness statements or other information, or return the report for further investigation.

After the review of the Investigating Officer's report is complete, the Academic Dean or the Assistant Dean for Support Services, as the case may be, will for both the complainant and respondent, prepare and deliver a written determination of the complaint. The determination will be one of three outcomes.

Finding "No Violation"

If there is a determination that the behavior investigated did not violate the Non Discrimination/Equal Opportunity Policy, both parties will be so informed.

Finding "Inappropriate Behavior Not Rising to the Level of a Violation"

There may be a determination that the behavior investigated did not violate the Non-Discrimination/Equal Opportunity Policy but was inappropriate, unprofessional, or violated some other College policy. The Academic Dean or Assistant Dean for Support Services may determine that such inappropriate behavior merits discipline, ongoing monitoring, coaching, or other appropriate action. If so, the Academic Dean or Assistant Dean for Support Services may initiate further proceedings or impose disciplinary measures consistent with College policy.

Finding "Violation"

If there is a determination that the behavior violated the Non-Discrimination/Equal Opportunity Policy, the Academic Dean or Assistant Dean for Support Services, in consultation with any appropriate supervisor, will determine appropriate corrective and disciplinary action to be taken. In addition, the Academic Dean or Assistant Dean for Support Services will implement reasonable and appropriate measures to ensure that the complainant is not subject to further discrimination or harassment and to remedy the effects of any discrimination or harassment that may have occurred. Remedial steps may include, but are not limited to, counseling or training, separation of the parties, and/or discipline of the respondent, including written reprimand, suspension, demotion, termination, or expulsion in accordance with College policy. Remedial steps that do not directly affect the respondent shall be redacted from the respondent's copy of the written determination.

The complainant and the respondent will receive a copy of the written report within three (3) days of its completion. If necessary, the version of the written report provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with the Family Educational Rights and Privacy Act ("FERPA").

The written report shall be final subject only to the right of appeal set forth below.

Special Procedure Concerning Complaints against the President and Certain Other Administrators

If a complaint involves alleged conduct on the part of the College's President, the College's Board of Trustees will designate the Investigating Officer. Based on the information gathered by the investigation, the Board

of Trustees will prepare and issue the written report determining the complaint. The determination of the Board of Trustees is final and not subject to appeal.

If a complaint involves alleged conduct on the part of the Title IX Coordinator, a Dean, or other administrator, the President will designate an appropriate person to conduct the investigation required by these procedures. The written report of the investigation shall be presented to the President, who will prepare and issue the written determination. The determination issued by the President is subject to appeal to the Board of Trustees consistent with the appeal procedure set forth below.

Informal Resolution

Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and determination procedure. However, informal means may only be used with the complainant's voluntary cooperation and the involvement of the Title IX Coordinator. The complainant, however, will not be required to work out the problem directly with the respondent. Moreover, the complainant may terminate any such informal means at any time. In any event, informal means, even on a voluntary basis, will not be used to resolve complaints alleging any form of violence.

Timing of the Investigation and Resolution

The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.

Rights of the Parties

During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:

- Equal opportunity to identify and have considered witnesses and other relevant evidence
- Similar and timely access to all information considered by the Investigating Officer
- Equal opportunity to review any statements or evidence provided by the other party
- Equal access to review and comment upon any information independently developed by the Investigating Officer

APPEALS

Grounds of Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- The decision was contrary to the substantial weight of the evidence
- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision
- Bias or prejudice on the part of the Investigating Officer, or
- The punishment or the corrective action imposed is disproportionate to the offense

Method of Appeal

Appeals must be filed with the College's President within ten (10) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant
- Name of the respondent
- A statement of the determination of the complaint, including corrective action if any
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it, and
- Requested action, if any.

The appellant may request a meeting with the President, but the decision to grant a meeting is within the President's discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

Resolution of the Appeal

The President will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the President is final. The President shall issue a short and plain, written statement of the resolution of the appeal. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

DOCUMENTATION

Throughout all stages of the investigation, resolution, and appeal, the Investigating Officer, the Title IX Coordinator, and the President as the case may be, are responsible for maintaining documentation of the investigation and appeal, including documentation of all proceedings conducted under these complaint resolution procedures, which may include written findings of fact, transcripts, and audio recordings.

INTERSECTION WITH OTHER PROCEDURES

These complaint resolution procedures are the exclusive means of resolving complaints alleging violations of the Non-Discrimination/Equal Opportunity Policy. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Non-Discrimination/Equal Opportunity Policy.

Nothing in these complaint resolution procedures, the Non-Discrimination/Equal Opportunity Policy, or associated materials should be interpreted so as to limit the College's right to resolve, investigate, and/or take disciplinary action against any improper conduct of a discriminatory nature, even though such conduct is not of the type, severity or pervasiveness that constitutes Discrimination based on a Protected Category as defined in the Non-Discrimination/Equal Opportunity Policy.

NOTIFYING THE COLLEGE OF IDENTITY THEFT

POLICY

Students are encouraged to notify the College if they are or suspect they are victims of identity theft. This notification alerts the College that it must watch for and report any suspicious activities with accessing the

student's financial aid, student records, and/or CAMS and Blackboard portals. Students are to notify the College by contacting the College's Financial Aid Office or the College's Registrar's Office.

POSTING/DISPLAYING INFORMATION

POLICY

All flyers, posters, and other media used to post or display information by students within student and public use areas on the College's campus must be approved and stamped by the Student Services Office. Once approved, the information can only be posted or displayed for two weeks. Any item posted or put on display without approval will be removed and the responsible person or group may be dismissed from the program for not following protocol. The decision to dismiss will be based on what was posted or displayed and number of infractions. Acceptations to this policy are classroom projects sanctioned by course faculty.

PREGNANCY DISCLOSURE POLICY

I. Policy Statement

A student who is pregnant is strongly encouraged to notify College Counselor as soon as possible. By doing so, the student and College personnel can collaborate and develop an appropriate plan for the continuation of the student's education in light of the unique nature of the College's nursing programs and their clinical requirements. Pre-planning can also help with particular challenges a student may face while pregnant or when recovering from childbirth (e.g., missed classes, make-up work, etc.). However, the choice to declare a pregnancy is voluntary, and a student is not required to disclose this information to the College.

II. Options after Disclosure

Once a student has voluntarily decided to disclose a pregnancy to the College, the student will have several options, as described below.

1. Continue at the College

- If a student decides to continue in the program and desires to have any adjustments to the academic program due to the pregnancy, the student should contact course/clinical faculty and the College counselor to discuss any reasonable adjustments that may be necessary to continue in the program. Adjustments that have been agreed upon, if any, will be documented in the form in Addendum A which will be signed by both the student and the College counselor.

2. Request a leave of absence

- A leave of absence due to pregnancy may be for various amounts of time depending on a student's particular circumstances. Such a leave may be extended if deemed medically necessary by the student's doctor.
- Due to the structure of the College's nursing programs, the timing and/or length of a student's leave of absence may result in the student being required to re-take or finish course(s) in a future term.

If taking a leave of absence due to a pregnancy, the Education Plan in Addendum B will be discussed and signed by the student and the College counselor. Normal College leave of absences procedures (if applicable), apply.

3. Withdraw from the College

- The student may, in their sole discretion, determine that they must withdraw from the College for an indefinite period of time or permanently due to the pregnancy. Normal College withdrawal procedures, and readmission procedures (if applicable), apply.

III. Questions or Concerns

- A student who has questions about this policy or who is concerned about its implementation should contact the College Counselor.

PROTECTION AND DISCLOSURE OF STUDENT RECORDS UNDER FERPA

POLICY

Students' educational records are protected under The Family Education Rights and Privacy Act of 1974 (FERPA). The purpose of FERPA is to safeguard information found in education records thereby protecting students' privacy.

The law gives students the right to:

- Review their education records.
- Request correction of any inaccurate or misleading data in their education records.
- Consent to disclosure of personally identifiable information in their education records.

DEFINITION OF EDUCATION RECORD

FERPA defines education record as: "All records, files, documents, and other materials containing information directly related to a student; and maintained by the education agency or institution, or by a person acting for such agency or institution."

Records kept by the Registrar, Student Services, and Financial Aid Offices are education records and protected by FERPA. Course documents that are filed in students' academic records are education records that are also protected under FERPA.

NOTE: Class rosters, security records, personnel/employment records, and treatment records are not education records. Treatment records are protected under HIPAA.

Grades

Faculty grade books are education records because they contain information directly related to students and the information is used to calculate a grade that is shared with the Registrar's Office. Grade books, grades, grade reports, and transcripts are protected by FERPA.

REVIEW OF STUDENT RECORDS

Students have the right to review their education records. However, students must make a request to access these records and the College has 45 days in which to comply with the request. The following procedure is used to review education records.

1. The student submits a written request that identifies the records to be reviewed. The request is submitted to the office that maintains the records (Registrar, Student Services, and/or Financial Aid Offices).

2. The Registrar, Student Services Officer, Financial Aid Coordinator, or Student Accounts Representative makes arrangements for access and notifies the student of the time and place to review the record(s).

Request Correction of Education Records

Students have the right to request a correction of education records that they believe are inaccurate or misleading. The following procedure is used to make this request.

1. The student submits a request to view the record believed to be inaccurate or misleading.
2. After review of the record, the student submits in writing an explanation of what is and why it is inaccurate or misleading.
3. The College notifies the student in writing of its decision to amend or not to amend the record.
4. The student has the right to request a hearing if not in agreement with the College's decision to not amend the record.
5. After the hearing, if the College decides not to amend the record, the student has the right to place a statement with the record setting forth his/her view about the contested information.

CONSENT TO DISCLOSE PERSONALLY IDENTIFIABLE INFORMATION

Students have the right to give consent to disclosure of any personally identifiable information from their education records. Disclosure is defined by FERPA as: "Access, release, or transfer of personally identifiable information about a student."

In compliance with FERPA, the College does not give access, release, or transfer student information unless the student has given written consent.

Release of Education Records

Students give consent to disclose information when they complete and sign the *Authorization to Release Confidential Information* form during fall registration. The form identifies the specific individuals who have permission from the student to obtain information from education records. The authorization to release information form covers all education records at the College whether academic, student services, or financial aid.

The authorization to release information remains in effect until the student amends the form, either rescinding or giving permission for a specific person to obtain information from education records. The form is obtained from the College's Registrar's Office.

Release of Directory Information

FERPA defines a directory as information that can be given to third parties and the public without students' prior consent. FERPA identifies directory information as the following personally identifiable information: "A student's name; student's address; student's e-mail address; student's phone number; parents' names; parents' phone numbers; student's date of birth; major field of study; minor field of study; academic advisor; participation in officially recognized activities and sports; dates of attendance; degrees; honors; and awards received; most recent school attended; and photograph."

Of the above directory information, the College only discloses the student's name, local address, College email address, contact phone number, and photograph as part of the Student Directory in CAMS. Please note that the Student Directory in CAMS is for internal use only so faculty and staff have students' contact information in case of an emergency and to follow-up with clinical issues and therefore students cannot opt out of this directory.

The College releases students' names and class levels to Blessing Hospital so students' name badges can be printed and BAR and NetLearning accounts can be created. Student names are forward to clinical sites and/or appear on patient assignment sheets in the clinical setting so clinical site personnel know which students are taking care of their patients. Students cannot opt out of the release of this information.

The College does not release directory information to third parties requesting directory information. However, in compliance with Title IV, the College releases students' names, addresses, phone numbers, and College email addresses to the armed services when requested. The College also releases honors lists and graduation lists to the area's newspapers. Students may opt out of the release of this information by notifying the College's Registrar's Office in writing.

Exceptions to Consent to Disclose Student Information

FERPA permits disclosure without student consent under the following circumstances and the College, in compliance with FERPA, will release information when these circumstances occur.

Legitimate Educational Interest

College employees who are in administrative, counseling, supervisory, academic, student support, and research positions are allowed access to student information when: a) they need specific student information to perform their tasks, b) these tasks are within the scope of their positions, and c) their use of student information is consistent with the College's purposes.

Official Audits or Evaluations

The College releases student information to federal and state educational agencies when these agencies need student information to audit, evaluate, or enforce educational programs, rules, and regulations.

Financial Aid

The College releases student information when required to determine: a) financial aid eligibility, b) amount of financial aid awarded, and c) conditions under which financial aid is granted. The College also gives access to student information when auditors are enforcing the terms and conditions of financial aid.

Accreditation

The College releases student information when accrediting agencies need student information to complete an accreditation.

Judicial Orders and Subpoenas

The College must release student information when requested by a judicial order or subpoena. However, the College, in compliance with FERPA, will notify the student before complying with the subpoena, unless the court ordered that the contents of the subpoena are not disclosed or protected education records were not part of the subpoena.

Ex Parte Court Orders under the USA PATRIOT Act

The College releases student information without notification or consent of the student when requested by the attorney general per an ex parte court order under the USA PATRIOT Act. Before releasing the information, the College will take steps to ensure that the court order is valid.

Registered Sex Offenders

The College discloses, without student consent or notification, information about a student who is required to register as a sex offender under the Wetterling Act.

Health and Safety Emergencies

The College will disclose student information to appropriate officials when necessary to protect the health and safety of the student or other individuals.

De-identification of Personal Information

FERPA permits the release of information from education records without students' consent when all personally identifiable information is removed. This release of information is done by the College for research and quality improvement purposes. When the College discloses education records, personal information of individuals other than the student are redacted before copies of records are released.

FILING COMPLAINTS

Students have the right to file a complaint with the US Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. Students who need assistance or who wish to file a complaint should do so in writing to the Family Policy Compliance Office, sending pertinent information concerning allegations, to the following address:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

SCHEDULING EVENTS

POLICY

Any person or group planning an activity of any kind on either campus should review the College and Culver-Stockton College or Quincy University calendars to avoid conflicts. Students are required to schedule activities through the Student Development Committee and the Student Nurses Organization.

PROCEDURE

After proper approvals have been secured, the event will be scheduled with the Student Services office. Reservations for classrooms at the College are scheduled through the College's Academic Assistant. Requests for space for events to be held in Blessing Hospital are first cleared with the College's Student Services Office. The Academic Assistant will assist in securing rooms.

Equipment must be requested prior to events and from the appropriate College administrator, staff, and/or faculty.

Announcements may be posted on the College bulletin boards with prior approval from the Student Services Office at the College.

SOLICITATION

POLICY

Blessing Hospital and Blessing Corporate Services has a “no solicitation” policy. No individual or group is permitted to raise funds or solicit on the College’s campus. The United Way is the only agency authorized to solicit funds.

Student money raising projects must be approved by the College’s President/CEO. Where items may be sold will be specified when the fund raising project is approved.

Students, who have small business projects such as Avon, Amway, etc., cannot solicit on campus. If you have orders to deliver, they may not be left with College personnel for pick-up, delivery, or collection.

SEXUAL MISCONDUCT POLICY

I. What is Title IX?

Title IX of the Education Amendments of 1972 protects individuals from sex discrimination and sexual harassment in educational programs, activities, and employment settings at institutions that receive federal financial assistance, such as the College.

II. Sex Discrimination

The College prohibits discrimination on the basis of sex (“Sex Discrimination”) in all College’s programs and activities, including, but not limited to, admissions, employment, academics, housing, and student services. Sex Discrimination includes discrimination on the basis of gender identity, sexual orientation and failure to conform to stereotypical notions of femininity and masculinity. It also includes discrimination on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, and/or recovery from any of these conditions. This policy applies when the complainant and alleged perpetrator are of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status. In compliance with Title IX and its implementing regulations, the College has implemented this policy to eliminate, prevent its recurrence and address conduct that constitutes Sex Discrimination. Employees of the College also fall under the Blessing Health System Harassment Policy.

Harassment, whether verbal, physical, or visual, that is based on sex is a form of prohibited Sex Discrimination, and Sexual Violence is a particularly severe form of Sexual Harassment. The specific definitions of Sexual Harassment and Sexual Violence, including examples of such conduct, are set forth below. Throughout this policy, Sex Discrimination, Sexual Harassment, and Sexual Violence will collectively be referred to as “Sexual Misconduct.”

III. Scope

This policy applies to all administrators, faculty, and other College employees; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the College's educational programs and activities, including third-party visitors on campus (the "College Community").

The College has jurisdiction over complaints alleging sexual misconduct when the conduct occurs on campus or any other property owned by the College, during or at an official College program or activity (regardless of location), or off campus when the conduct creates a hostile environment on campus. The College's notice of non-discrimination is posted on the college website (www.brcn.edu), in faculty, staff and student handbooks, and on a bulletin board in the student lounge.

IV. Sexual Harassment

The College prohibits Sexual Harassment in all the College's programs and activities. In compliance with Title IX and its implementing regulations, the College has implemented this policy to eliminate, prevent its recurrence and address conduct that constitutes Sexual Harassment.

Sexual Harassment is any unwelcome conduct of a sexual nature to those of the same or opposite sex. Sexual Harassment constitutes Sex Discrimination when it is sufficiently serious to interfere with or limit a person's ability to participate in or benefit from the College's programs or activities based on sex. Sexual Harassment is sufficiently serious to interfere with or limit a person's ability to participate in or benefit from the College's programs and activities, when:

- Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of any aspect of the College's programs and activities and/or any aspect of employment;
- Submission to or rejection of such conduct by a person is used as a basis (or threatened to be used as a basis) for any decision adversely affecting such person with respect to the College's programs and activities and/or any aspect of employment; or
- Such conduct is severe or pervasive, such that, considering all relevant circumstances, the conduct denies or limits a person's ability to participate in the College's programs and activities, the conduct substantially interferes with the person's work performance, and/or the conduct creates an intimidating, hostile, or offensive working environment.

The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly where the Sexual Harassment is physical.

Sexual Harassment includes any unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature, such as:

- Unwelcome physical contact, such as touching of a person's body, hair or clothing, or hugging, patting or pinching;
- Direct or implied threats that submission to sexual advances will or could be a condition of employment, work status, promotion, performance evaluation, grades, letters of recommendation, or other work or educational benefits;
- Comments of a sexual nature and/or sexually explicit statements, questions, jokes, anecdotes, gestures, or facial expressions. Conduct need not be in person but can be any form of communication including but not limited to written, telephone, or electronic communication such as electronic mail and/or comments sent via the internet;

- Exhibition or use of sexually explicit materials in the workplace or learning environment that have no relationship to the curriculum, research, or the mission of the College. Such materials may be in the form of music, documents, objects, photographs, film or electronically generated materials;
- Any unwanted, inappropriate behavior that is targeted to a person or person(s) because of their sex, for example repeatedly telling women (or men) that they are not capable of doing a certain kind of work;
- Pressure for a dating, romantic, or intimate relationship;
- Using sexually explicit profanity;
- Any act of Sexual Violence (as defined below).

V. Sexual Violence

Sexual Violence is a form of Sexual Harassment. Sexual Violence includes physical, sexual acts perpetrated against a person's will or where a person is incapable of giving consent because of his or her temporary or permanent mental or physical incapacity or where a person is incapable of giving consent (e.g. due to student's age or use of drugs or alcohol). A single instance of Sexual Violence may sufficiently interfere with or limit a person's ability to participate in or benefit from the College's programs or activities, to constitute Sex Discrimination and/or Sexual Harassment.

Some examples of Sexual Violence include:

- Rape or sexual assault: sexual intercourse (anal, oral, or vaginal) by a man or woman upon a man or woman without consent.
 - The definition of sexual assault under Illinois law is provided below.
- Unwilling sexual penetration (anal, vaginal, or oral) with any object or body part that is committed by force, threat, or intimidation.
- Sexual touching with an object or body part, by a man or woman upon a man or woman, without consent.
- Sexual touching with an object or body part, by a man or woman upon a man or woman, committed by force, threat, or intimidation.
- Prostituting another student.
- Non-consensual video or audio-taping of sexual activity.
- Knowingly transmitting a sexually transmitted disease to another.

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent. A person's lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
 - Warning signs of when a person may be incapacitated due to drug and/or alcohol use include: slurred speech, falling down, passing out, and vomiting.
- If a person is asleep or unconscious, there is no consent.
- A person who is under age in the applicable jurisdiction cannot provide consent to sexual activity.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent to past sexual activity does not constitute consent to future sexual activity.
- Dressing in a certain manner does not constitute consent.
- Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another.
- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.

- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).

VI. Other Forms of Sexual Misconduct

In addition to the examples set forth above, the following types of conduct can also constitute a basis for finding Sexual Misconduct, which could represent a violation of Title IX, if the conduct is sufficiently serious to interfere with or limit a person's ability to participate in or benefit from the College's programs and activities. Regardless of the motivation for engaging in such behavior, the conduct listed below is a violation of this policy.

Domestic Violence

Under Illinois Law, Domestic Violence is a crime (750 ILCS 60/1). Any person who physically abuses (such as hits, chokes, or kicks), threatens, harasses, intimidates or interferes with the personal liberty of another family or household member can be found to be in violation of the Illinois Domestic Violence Act. Under Illinois law family or household members are defined as:

- family members related by blood;
- people who are married or used to be married;
- people who share or used to share a home, apartment, or other common dwelling;
- people who have or allegedly have child in common or a blood relationship through a child in common;
- people who are dating or engaged or used to date, including same sex couples; and
- people with disabilities and their personal assistants.

Domestic Battery is also a crime under Illinois law (720 ILCS 5/12-0.1 and 5/12-3.2). A person commits domestic battery if he or she knowingly without legal justification by any means: (1) causes bodily harm to any family or household member (2) makes physical contact of an insulting or provoking nature with any family or household member.

Dating Violence

Dating Violence is not a distinct offense under Illinois law, but note that the definitions of Domestic Violence and Domestic Battery above include violence against a person with whom the perpetrator has a dating or engagement relationship. Furthermore, under guidelines provided in the Violence Against Women Act, dating violence means 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 a consideration of the (1) length of the relationship, (2) type of relationship, and (3) frequency of interaction between the persons involved in the relationship.

Stalking

Under Illinois law (720 Ill. Comp. Stat. 5/12-7.3), a person commits stalking when he or she:

- Knowingly engages in a course of conduct directed at a specific person, and he or she knows or should know that this course of conduct would cause a reasonable person to:
 - Fear for his or her safety or the safety of a third person; or
 - Suffer other emotional distress.
- Knowingly and without lawful justification, on at least 2 separate occasions, follows another person or place the person under surveillance or any combination thereof and:
 - At any time transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint and the threat is directed towards that person or a family member of that person; or

- Places that person in reasonable apprehension of immediate or future bodily harm, sexual assault, confinement or restraint to or of that person or a family member of that person.
- Previously has been convicted of stalking another person and knowingly and without lawful justification on one occasion:
 - Follows that same person or places that same person under surveillance; and
 - Transmits a threat of immediate or future bodily harm, sexual assault, confinement or restraint to that person or a family member of that person.

Sexual Assault

Under Illinois law (720 ILCS 5/11-1.20) the crime of criminal sexual assault is committed when a person does any of the following:

- commits an act of sexual penetration by the use of force or threat of force;
- commits an act of sexual penetration and the accused knew that the victim was unable to understand the nature of the act or was unable to give knowing consent
- commits an act of sexual penetration with a victim who was under 18 years of age when the act was committed and the accused was a family member
- commits an act of sexual penetration with a victim who was at least 13 years of age but under 18 years of age when the act was committed and the accused was 17 years of age or over and held a position of trust, authority or supervision in relation to the victim.

This includes those of the same or opposite sex.

VII. Responsible Employees

The College defines a responsible employee as any employee who has authority to take action to redress sexual misconduct and has duty to report these matters or other types of misconduct to appropriate officials. Responsible employees must report any and all incidents of sexual misconduct to the Title IX Coordinator. Responsible employees include administration, faculty, and staff. Students and other should be aware that providing information about sexual misconduct to a responsible employee will result in that information being forwarded to the Title IX Coordinator for review and investigation. Responsible employees are required to report and may not keep the information confidential.

The College encourages all other members of the College Community to report and any all incidents of sexual misconduct, domestic violence, dating violence, and stalking even if they are unsure if the conduct is a violation of this policy.

VIII. Title IX Coordinator

The Title IX Coordinator oversees and provides leadership for the activities related to Title IX compliance, training, investigations, enforcement, and reporting. The Title IX coordinator will coordinate with law enforcement when appropriate.

The Title IX Coordinator can also answer questions regarding the process and procedures for reporting, investigating, adjudicating complaints of Title IX violations. The Coordinator is a non-confidential source, but can direct members to on-and-off campus confidential resources.

Contact Information for Title IX Coordinator is:

Jenna Crabtree, MBA
Assistant Dean for Support Services
Blessing-Rieman College of Nursing
Broadway at 11th St
PO Box 7005
Quincy, IL 62305
www.brcn.edu
crabtreej@brcn.edu
217-228-5520, ext. 6961

IX. Confidentiality

If a complainant requests confidentiality or that investigation of the complaint not be pursued, the College will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation. If a complainant insists on confidentiality or no investigation, the decision as to whether the request will be honored will depend in if the College can do so while continuing to provide a safe, nondiscriminatory environment for the College Community. The College will attempt to protect the identity of the complainant and will notify the student beforehand if the identity must be disclosed. The Title IX Coordinator is the person responsible for evaluating requests for confidentiality.

If a person desires to talk in complete confidentiality about his or her situation, the on-campus confidential resources listed below can be contacted. These confidential resources are available to assist you and will not report your circumstances to the College without your permission unless otherwise required to do so by law (such as when the victim is a minor). Notwithstanding, when necessary, the on-campus confidential resource will make a non-identifying report to the appropriate College personnel so that reported crimes can be included in the College's annual crime statistics disclosure.

The on-campus confidential advisor:

Sarah Mueller, MSW, LCSW
Counselor, Blessing-Rieman College of Nursing
11th and Spring
Quincy, IL 62301
Student Services Building
217-228-5520 x 6997
muellers@brcn.edu

All confidential advisors complete 40 hours of training regarding issues of sexual misconduct prior to appointment and complete 6 hours of additional training on an annual basis. They also are trained to have an understanding of the College's specific policy and processes for addressing sexual misconduct and resources available on campus and in the community.

Other confidential resources include:

Employee Assistance Program through Blessing Behavioral Center.
Please call 217-224-4453 to make an appointment.

Community Agencies (non-exhaustive list)

Quanada-Domestic Violence and Sexual Assault Programs
2707 Maine
Quincy, IL 62301
217-222-0069
1-800-369-2287
www.quanada.org

National Sexual Assault Hotline

1-800-656-HOPE (4673)
www.rainn.org
www.online.rainn.org for a confidential on-line chat.

X. Retaliation

It is a violation of the Sexual Misconduct policy to retaliate against any member of the College Community who reports or assists in making a complaint of sexual misconduct or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against should make a complaint in manner outlined below. All institutional sanctions are available for those found to have engaged in retaliatory conduct, up to and including termination/expulsion.

Prevention

Preventing and Responding to Various Sex Related Offenses

Blessing Rieman College of Nursing prohibits rape, acquaintance rape, domestic violence, dating violence, sexual assault and stalking and has various programs to educate students and employees about awareness of such offenses and steps that can be taken to prevent them. All faculty, staff, and students receive annual training and education regarding sexual misconduct.

The College's Primary Prevention and Awareness Program focuses on all incoming students and new employees and is geared towards stopping dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention and seek to change behavior and social norms in healthy and safe directions.

The Primary Prevention and Awareness Program also includes instruction on safe and positive options for bystander intervention that may be carried out by an individual to prevent harm or intervene where there is a risk of domestic violence, dating violence, sexual assault or stalking against a person other than such individual. It also includes information on risk reduction, such as warning signs of abusive behavior and how to avoid potential attacks.

The following are safe and positive options that a bystander can take to intervene and prevent harm or the risk of harm to another individual:

- Name or acknowledge an offense.
- Point to the "elephant in the room."
- Interrupt the behavior.
- Publicly support and aggrieved person.
- Call for help.

The following information relates to risk reduction options that promote safety and help students and employees address conditions that facilitate violence:

- If you find yourself in an uncomfortable sexual situation, these suggestions may help you reduce your risk:
 - Make your limits known before going too far.
 - You can withdraw consent to sexual activity at any time. Do not be afraid to tell a sexual aggressor “NO” clearly and loudly.
 - Try to remove yourself from the physical presence of the sexual aggressor. Be direct as possible about wanting to leave the environment.
 - Grab someone nearby and ask them for help.
 - Be responsible about your alcohol and/or drug use. Alcohol and drugs can lower your sexual inhibitions and may make you vulnerable to someone who views an intoxicated/high person as a sexual opportunity.
 - Attend large parties with friends you trust. Watch out for your friends and ask that they watch out for you.
 - Be aware of someone trying to slip you an incapacitating “rape drug” like Rohypnol or GHB.
 - It is also important to be aware of the warning signs of an abusive person. Some examples include:
 - Past abuse.
 - Threats of violence or abuse.
 - Breaking objects.
 - Using force during an argument.
 - Jealousy.
 - Controlling behavior.
 - Quick involvement.
 - Unrealistic expectations.
 - Isolation.
 - Blames other for problems.
 - Hypersensitive.
 - Cruelty to animals or children.
 - “Playful” use of force during sex.
 - Jekyll-and-Hyde personality.

If you find yourself in the position of being the initiator of sexual behavior, these suggestions may help you to remember your risk of being accused of sexual assault or another sexual crime:

- Remember that you owe sexual respect to the other person.
- Don’t make assumptions about the other person’s consent or about how far they are willing to go.
- Remember that consent to one form of sexual activity does not necessarily imply consent to another form of sexual behavior.
- If your partner expresses a withdrawal of consent, stop immediately.
- Clearly communicate your sexual intentions so that the other person has a chance to clearly tell you their intentions.
- Consider “mixed messages” a clear sign that the other person is uncomfortable with the situation and may not be able to progress sexually.
- Don’t take advantage of someone who is drunk or on drugs, even if they knowingly and intentionally put themselves in that state. Further, don’t be afraid to step in if you see someone else trying to take advantage of a nearly incapacitated person.
- Be aware of the signs of incapacitation, such as slurred speech, bloodshot eyes, vomiting, unusual behavior, passing out, staggering, etc.

In addition, the College has an Ongoing Prevention and Awareness Campaign for students and faculty. This campaign serves as a refresher for the topics addressed in the Primary Prevention and Awareness Program. It

is conducted by means of CBL's, and emails with links to videos for programming, initiatives, and strategies that are focused on increasing understanding of topics relevant to, and skills for addressing, dating violence, domestic violence, sexual assault, and stalking.

On-line resources:

- www.Notalone.gov
- www.NSVRC.org

SEXUAL MISCONDUCT REPORTING AND PROCEDURES

I. Complaints

These procedures are designed to address and promptly resolve Title IX reports and complaints. Responsible Employees must report incidents of sexual misconduct so within 24 hours of receiving information regarding the incident. Others are encouraged to file as soon as possible because delayed reporting may limit the College's ability to investigate and respond to the conduct complaint of.

For the purposes of these procedures, a Complainant is an individual who makes a report or a formal complaint regarding violation(s) of college policy. A respondent is an individual alleged to have violated college policy and who has been identified as such in a report or a formal complaint.

Who may make a complaint?

Any faculty, staff, student, third-party, by-stander, or user of the College's facilities or programs, not just the individual(s) to whom the alleged Title IX violation has been directed, may initiate a complaint. Responsible employees are required to make such a complaint when they have information regarding an incident of sexual misconduct.

Any student who reports to the institution that they have been a victim of Sexual Misconduct, Domestic Violence, Dating Violence, or Stalking will be provided written information on rights and options for victims.

Anonymous Complaint

Anonymous complaints will be taken, although it is often difficult to gather facts and conduct a thorough investigation via anonymous complaints.

The College has an anonymous reporting system known as Silent Witness. This can be used if the witness or reporting party chooses to make a report anonymously. This form is also available on the door to the Student Services Office as well as the college website in the forms section.

Responsible employees may not report anonymously.

Where to file a complaint?

Jenna Crabtree, MBA
 Assistant Dean for Support Services
 Blessing-Rieman College of Nursing
 Broadway at 11th St
 PO Box 7005
 Quincy, IL 62305

www.brcn.edu
crabtreej@brcn.edu
217-228-5520, ext. 6961

You may also report via email reporting to crabtreej@brcn.edu by using the basic elements list below or by filling out and attaching a silent witness form located at www.brcn.edu/studentforms in the “other” forms section.

Or:

A person may also file a complaint of Sex Discrimination with the United States Department of Education’s Office for Civil Rights regarding an alleged violation of Title IX by visiting: www2.ed.gov/about/offices/list/ocr/complaintintro.html or by calling 1-800-421-3481.

Basic Elements of a Complaint

There is no formally required content. However, so that the College has sufficient information to investigate a complaint, the following elements should be included to the extent possible:

- Name and status of Complainant
- Name and status of Respondent
- Name(s) of possible witnesses
- A statement of the event/events which are the cause of the complaint (including date(s) and time(s) of the alleged conduct)
- Contact information for the complainant so that the College may follow up appropriately

Conduct that Constitutes a Crime/Pending Criminal Investigation

Any person who wishes to make a complaint of sexual misconduct that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint with the local police department. If requested, the College will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

However, please note that filing a police report and the pendency of a criminal investigation does not absolve the College of its responsibilities under Title IX to conduct an investigation and resolve the complaint. Therefore, to the extent doing so does not interfere with any criminal investigation, the College will proceed with its own investigation and resolution of the complaint.

Special Guidance Concerning Complaints of Sexual Violence, Domestic Violence, Dating Violence, or Stalking

If you are the victim of sexual violence, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim’s fault. When physical violence of a sexual nature has perpetrated against you, the College recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under the Sexual Misconduct policy.

If you are the victim of sexual violence, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. Victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined

and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination. Survivors may have a medical forensic examination at no cost through Blessing Hospital's Emergency Department, located at Broadway at 11th street, Quincy, Illinois. 217-223-8400.

It is also important to preserve evidence such as letters, emails, text messages, etc. Doing so is especially important in cases of stalking as this type of evidence is likely to be the only physical evidence available.

Once a complaint of sexual violence, domestic violence, dating violence, or stalking is made, the complainant has several options such as, but not limited to:

- contacting parents or a relative
- seeking legal advice
- seeking personal counseling (always recommended)
- pursuing legal action against the perpetrator
- pursuing disciplinary action
- requesting that no further action be taken.

Amnesty Provision

The amnesty provision provides immunity to any student who reports, in good faith, an alleged violation of this policy to the Title IX Coordinator or other responsible employee, so that the reporting student will not receive a disciplinary sanction by the College for a student code of conduct violation, such as under aged drinking, that is revealed in the course of such a report, unless the College determines that the violation was egregious, including without limitation an action that places the health and safety of any other person at risk.

Bad Faith Complaints

While the College encourages all good faith complaints of sexual misconduct, the College has the responsibility to balance the rights of all parties. Therefore, if the College's investigation reveals that a complaint was knowingly false, the complaint will be dismissed and the person who filed the knowingly false complaint may be subject to discipline.

II. Protecting the Complainant

Pending final outcome of an investigation, the College will take steps to protect the complainant from further discrimination and harassment. This may include assisting and allowing the complainant to change his or her academic, transportation, dining, work, or living situation if options to do so are reasonably available and upon request of the complainant. Such changes may be available regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Requests to change an academic, transportation, dining, work, or living situation, or a request for the College to take any other protective measure, such as a campus no contact order, should be made to the Title IX Coordinator.

If a complainant has obtained a temporary restraining order or other no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the complainant should provide such information to the Title IX Coordinator. The College will take all reasonable and legal action to implement the order.

III. Investigation and Notification Procedures

Applicability of Procedures

These procedures apply to the resolution of all reports under the Sexual Misconduct policy. They apply to the resolution of complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving complaints of sexual misconduct. To the extent there are any inconsistencies between these complaint resolution procedures and other College grievance, complaint, or discipline procedures, these complaint resolution procedures will control the resolution of complaints alleging violations of the Sexual Misconduct policy.

Investigating Officer

Complaints of sexual misconduct will be investigated by the Title IX Coordinator and/or others who are assigned investigative duties. The Title IX Coordinator and/or other College official investigating a complaint will be referred to the "Investigating Officer" below.

General Principles of the Investigation Process

When there is a complaint of sexual misconduct, an investigation and resolution process will take place. The following principles will apply:

- The investigation and resolution will occur in a prompt, timely, impartial and fair manner. The Investigating Officer implementing these procedures shall discharge their obligations fairly and impartially. If the Investigating Officer cannot apply these procedures fairly and impartially because of the identity of a complainant, respondent, or witness, or due to any other conflict of interest, he or she shall designate another appropriate College official to fulfill his or her role.
- These procedures will be implemented by College officials who receive annual training on issues related to sexual misconduct, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.
- In making any determination on the resolution of the complaint, the evidentiary standard of preponderance of the evidence, i.e. more likely than not that sexual misconduct occurred, will be applied.
- During the investigation process, both a complainant and a respondent may ask a support person/advisor to accompany him or her at all stages of the process. In cases involving multiple complainants or respondents, the support person/advisor cannot be another complainant or respondent. The support person/advisor does not serve as an advocate on behalf of the complainant or respondent, may not be actively involved in any proceedings, and he or she must agree to maintain the confidentiality of the process. The College reserves the right to remove or dismiss a support person/advisor who becomes disruptive or who does not abide by the limitations noted in the previous sentence.
- During the investigation and resolution of a complaint, the complainant and respondent shall have equal rights. They include:
 - Equal opportunity to identify and have considered witnesses and other relevant evidence.
 - Similar and timely access to all information considered by the Investigating Officer.
 - Equal opportunity to review any statements or evidence provided by the other party.
 - Equal access to review and comment upon any information independently developed by the Investigating Officer.
- Informal means of resolution, such as mediation, may be used in lieu of the formal investigation and resolution procedure. However, informal means may only be used with the complainant's voluntary cooperation and the involvement of the Title IX Coordinator. The complainant, however, will not be required to work out the problem directly with the respondent. Moreover, either party may terminate any informal

means being utilized at any time and invoke the formal investigation procedure. In any event, informal means, even on a voluntary basis, will not be used to resolve complaints alleging any form of sexual violence.

- At any time during the investigation, the Investigating Officer may determine that interim remedies or protections for the parties involved or witnesses are appropriate. These interim remedies may include separating the parties, placing limitations on contact between the parties, suspension, or making alternative class-placement or workplace arrangements. Failure to comply with the terms of these interim remedies or protection may constitute a separate violation of the Sexual Misconduct policy.
- The College will endeavor to conclude its investigation and resolution of the complaint within sixty (60) calendar days of receiving it. Both the complainant and the respondent will be given periodic updates regarding the status of the investigation. If either the complainant or respondent needs additional time to prepare or to gather their witnesses or information, they shall notify the Investigating Officer in writing explaining how much additional time is needed and why it is needed. The Investigating Officer shall respond to any such request within three (3) days.
- As necessary and when applicable, the College will contact and cooperate with law enforcement in situations involving sexual misconduct.

Initial Notification

Prior to the commencement of the investigation, the complainant and the respondent shall (i) receive notice of the individual(s) with authority to make a finding or impose a sanction at the conclusion of the investigation and (ii) have the opportunity to request a substitution if the participation of an individual with authority to make a finding or impose a sanction poses a conflict of interest.

Commencement of the Investigation

Once a complaint is made, the Investigating Officer will commence an investigation as soon as practicable, but not later than seven (7) days after the complaint is made. The purpose of the investigation is to determine whether it is more likely than not that the alleged behavior occurred and, if so, whether it constitutes sexual misconduct. During the course of the investigation, the Investigating Officer may receive counsel from other College administrators, the College's attorneys, or other parties as needed.

Content of the Investigation

During the investigation, the complainant will have the opportunity to describe his or her allegations and present supporting witnesses or other evidence. The respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The Investigating Officer will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to cooperate and provide complete and truthful information.

Resolution

At the conclusion of the investigation, the Investigating Officer will prepare a written report that summarizes all information and facts. The written report will explain the scope of the investigation, identify findings of fact, and state whether any allegations in the complaint were found to be substantiated by a preponderance of the evidence.

If the written report determines that sexual misconduct occurred, the Investigating Officer shall set forth in an addendum to the written report those steps necessary to maintain an environment free from discrimination

and harassment and to protect the safety and well-being of the complainant and other members of the College Community. Such sanctions will also include reasonable steps to correct the effects of such conduct on the complainant and others and to prevent the recurrence of discrimination, harassment, and retaliation. Examples of such sanctions include: no-contact orders, classroom reassignment, the provision of counseling or other support services, training. It also includes discipline for the respondent, including up to warning, final warning, suspension, dismissal, or other appropriate institutional sanctions.

The written report and any addendum will be given to the Complainant, the Respondent, and the Title IX Coordinator within three (3) days of its completion. If necessary, the version of the addendum provided to the complainant and/or respondent will be redacted to ensure that information concerning any remedial and/or disciplinary measures is disclosed in a manner consistent with Title IX, the Family Educational Rights and Privacy Act ("FERPA"), and the Clery Act, as explained by the April 4, 2011 Dear Colleague Letter issued by the U.S. Department of Education, available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

The written report of the Investigating Officer shall be final subject only to the right of appeal set forth below.

IV. Appeals/Grievance Process

Either the Complainant or the Respondent may file and appeal if there is disagreement with the results and conclusion of the investigation. An appeal must be filed in writing and will proceed in accordance with the College's judicial process, found in the College's *Academic, Financial Aid, and Student Handbook*.

Grounds for Appeal

The complainant or respondent may appeal the determination of a complaint only on the following grounds:

- There is a substantial likelihood that newly discovered information, not available at the time evidence was presented to the Investigating Officer, would result in a different decision;
- There was a procedural error significant enough to call the outcome into question;
- There was a clear error in factual findings;
- Bias or prejudice on the part of the Investigating Officer; or
- The punishment or the corrective action imposed is disproportionate to the offense.

Method of Appeal

Appeals must be filed with the President ("Appellate Officer") within ten (10) days of receipt of the written report determining the outcome of the complaint. The appeal must be in writing and contain the following:

- Name of the complainant;
- Name of the respondent;
- A statement of the determination of the complaint, including corrective action if any;
- A detailed statement of the basis for the appeal including the specific facts, circumstances, and argument in support of it; and
- Requested action, if any.

The appellant may request a meeting with the Appellate Officer, but the decision to grant a meeting is within the Appellate Officer's discretion. However, if a meeting is granted, then the other party will be granted a similar opportunity.

Resolution of the Appeal

The Appellate Officer will resolve the appeal within fifteen (15) days of receiving it and may take any and all actions that he/she determines to be in the interest of a fair and just decision. The decision of the Appellate Officer is final. The Appellate Officer shall issue a short and plain, written statement of the resolution of the appeal, including any changes made to the Investigating Officer's previous written determination. The written statement shall be provided to the complainant, respondent, and the Title IX Coordinator within three (3) days of the resolution.

STUDENT OPTIONAL DISCLOSURE OF PRIVATE MENTAL HEALTH ACT

POLICY

In accordance with the State of Illinois' Student Optional Disclosure of Private Mental Health Act, the College is providing students the opportunity to authorize in writing the disclosure of certain private mental health information to a designated person of your choosing.

This Act states that an institution of higher learning may disclose mental health information if a physician, clinical psychologist, or qualified examiner who is employed by the institution, makes a determination that the student poses a clear danger to himself, herself or others to protect the student or other person against a clear, imminent risk of serious physical or mental injury or disease or death being inflicted upon the person or by the student on himself, herself, or another. The physician, clinical psychologist, or qualified examiner shall, as soon as practicable, but in no more than 24 hours after making the determination under this section, attempt to contact the designated person and notify the designated person that the physician, clinical psychologist, or qualified examiner has made a determination that the student poses a clear, imminent danger to himself, herself, or others.

PROCEDURE

If the student desires to designate a person that would receive certain private mental health information in such a situation, please complete the form titled, Mental Health Disclosure Form. This form will allow you to affirmatively authorize the disclosure of the information. This process is optional. Please print, complete the form, and return to Student Services Office.

STUDENT TRANSPORTATION

POLICY

Classes are held on the College and the Culver-Stockton College or Quincy University campuses. Many clinical experiences are held at agencies away from these campuses. Transportation to campuses and clinical agencies is the responsibility of the student and may require access to a vehicle.

STUDENT CONDUCT POLICIES AND PROCEDURES

ANA PRINCIPLES FOR SOCIAL NETWORKING

POLICY

The College endorses the following principles for social networking set forth by the American Association of Nursing (ANA) and therefore, expects all students to follow these principles when using social networks.

1. Nurses must not transmit or place online individually identifiable patient information. Nurses must know their legal and ethical responsibilities, as well as their own organization's policies, regarding their responsibility to protect patient privacy, whether online or offline. Merely removing someone's name (or face, in the instance of images) from a communication does not necessarily protect that person's identity. Under federal law (HIPAA), protected "individually identifiable information" includes health information that identifies the individual *or can reasonably be used* to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present, or future physical or mental health of an individual.
2. Nurses who interact with patients on social media must observe ethically prescribed patient–nurse professional boundaries. The precepts guiding nurses in these matters are no different online than in person.
3. Nurses should evaluate all their postings with the understanding that a patient, colleague, educational institution, or employer could potentially view those postings. Online content and behavior has the potential to either enhance or undermine not only the individual nurse's career, but also the nursing profession.
4. Nurses should take advantage of privacy settings available on many social networking sites in their personal online activities and seek to separate their online personal and professional sites and information. Use of privacy settings and separation of personal and professional information online does not guarantee, however, that information will not be repeated in less protected forums.
5. As the patient's advocate, nurses have an ethical obligation to take appropriate action regarding instances of questionable healthcare delivery at an individual or systems level that reflect incompetent, unethical, illegal, or impaired practice. Nurses who view social media content posted by a colleague that violates ethical or legal standards should first bring the questionable content to the attention of the colleague so that the individual can take appropriate action.
 If the posting could threaten a patient's health, welfare, or right to privacy regarding health information, the nurse has the obligation to report the matter to a supervisor or designated person within the institution or entity for follow-up. If the questionable practice is not addressed in the employment setting and seriously jeopardizes the patient's safety and well-being, the nurse may need to report the problem to external authorities. Accurate reporting and factual documentation—not merely opinion—should always support such responsible actions.
6. Nurses are encouraged to participate in the development of policies and procedures in their institutions and organizations for handling reports of online conduct that may raise legal concerns or be professionally unethical. Such official channels can protect the rights of those participating and can offer remedial action for the patient, while offering fairness, support, and nonpunitive correction and training for a nurse's inadvertent mistakes.

ICARE STANDARDS

POLICY

Students enrolled at the College are expected to follow *at all times* the standards of behavior identified in ICARE. *At all times* includes but is not limited to interactions with faculty, administration, staff, fellow students, visitors, patients, agency personnel, and other individuals in the classroom, hallways, lounges, offices, clinical settings, College events, on social media sites, and when representing the College in public.

ICARE is the acronym for initiative, communication, accountability, respect, and exceed expectations. The behaviors associated with ICARE are as follows.

Initiative	<ol style="list-style-type: none"> 1. I will continue to learn and seek knowledge to enhance my skills and ability to serve. 2. I will continually evaluate the way we work and make suggestions for improvement whenever possible. 3. I will embrace and act on change when performing my day-to-day work.
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Communication	<ol style="list-style-type: none"> 1. I will introduce myself to others and explain my role in the organization. 2. I will find answers to questions posed of me. 3. I will work directly with fellow students to resolve issues and find solutions. 4. I recognize that I am the positive voice of Blessing-Rieman College of Nursing in the community.
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Accountability	<ol style="list-style-type: none"> 1. I will put the needs and desires of the others first and approach every situation with an “I can” attitude. 2. I will work to ensure a clean and safe environment for everyone. 3. I will answer the phone in a professional manner by identifying who I am and my location. 4. I will follow through in a timely manner on commitments and requests, or seek assistance. 5. I will be responsible for the privacy of others, by keeping care and information confidential.
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Respect	<ol style="list-style-type: none"> 1. I will embrace the diversity of background, gender, ideas and other differences people bring to my learning environment. 2. I will not discuss internal issues in front of patients, their families or the public. 3. I will be considerate by regulating the volume and content of my conversations and will not engage in or listen to negativity or gossip. 4. I will make eye contact, smile, and greet everyone I meet, offering help to those who appear to need assistance. 5. I will give others priority in hallways, elevators and parking areas. 6. I will be respectful of the feelings, privacy, property, dignity and rights of all others.
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Exceed Expectations	<ol style="list-style-type: none"> 1. I will anticipate needs and look for ways to exceed others expectations. 2. I will give 100% of my attention when interacting with others. 3. I will provide extra comfort and reassurance to others.
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SOCIAL MEDIA SITE POLICY

POLICY

Social media tools, including College-sponsored blogs and microblogs, social networking sites, video or picture sharing sites, wikis, and other means of communicating online, are an important part of our organization's face to the public. These social media offer new opportunities to shape opinion about our organization, to communicate directly with stakeholders, to provide added value for our customers, and to be part of the online conversation about important developments in our field. Employees are expected to follow procedures and guidelines outlined in this policy when establishing and operating a College-sponsored social media site.

SCOPE

These policies are intended to apply to all College faculty, staff, students, and associated organization such as the Student Nursing Organization (SNO), unless otherwise stated.

DEFINITIONS

Social Media Web Site

Any Web site that facilitates discussion or interaction. These sites include but are not limited to networks, blogs, bulletin boards, message boards, multimedia and news media sites or other user-generated content sites.

College-Sponsored Social Media Web Site

Any Social Media Web Site that is formally approved by the College's Marketing Committee and is used to communicate with the general public about the College. Examples include a Facebook page or a Twitter page. College-Sponsored Social Media Web Sites are intended to augment, not replace, existing communication vehicles such as www.brcn.edu.

Coordinators

Member of the College's Marketing Committee.

AUTHORIZATION PROCESS

Only authorized employees may set up College-sponsored blogs or microblogs, social networking pages, or other social media in accordance with the following:

- Authorization is granted by the College's Marketing Committee. A formal request must be submitted in writing to the Marketing Committee.
- HIPAA, FERPA, and the ANA Principles for Social Networking must be reviewed and signed.
- A member of the faculty or staff must serve as the sponsor for a College-sponsored social media web site and will maintain accountability for its proper operation and compliance with this policy.
- One coordinator will be assigned by the College's Marketing Committee to the College- Sponsored Social Media Web Site for its ongoing operation.

Terms

1. The social media site must be in alignment with the mission and vision of the organization.
2. Once approved by the College's Marketing Committee, social media accounts will be established under the guidance of the Marketing Chair.
3. Whether the social media site is Public (anyone can view/post) vs. Private (registration is required to view/post) must be discussed and documented.
4. If the site warrants being private, the criteria for who will be allowed access must be discussed and documented.
5. The coordinator, assigned by the College's Marketing Committee, will oversee its ongoing daily operations.
6. The College's Marketing Committee will establish appropriate site names.
7. Coordinators are prohibited from posting any personal information including images. Coordinators are also prohibited from using this site to provide clinical advice, which is defined as making medical comments based on a person's individual situation. Coordinators are also prohibited from posting any information that would be considered a HIPAA, FERPA or ANA Principles for Social Networking policy violation.

Coordinator General Responsibilities

- Whether comments will be allowed or not must be discussed and documented.
- Hourly employees must only work on College Social Media Web Sites during scheduled working hours.
- To protect the College network, coordinators should be observant of potential security threats. Coordinators should not click on links that appear to be spam or unsafe. All spam content inadvertently posted on a Social Media Web Site should be deleted as soon as possible.

Coordinator Legal Responsibilities

Identification of Role

Anonymous posting or posting under pseudonyms or aliases is prohibited. If posting comments to one of our competitor's social media accounts, websites, or product pages, you must identify yourself and your position at the organization. The Federal Trade Commission, which interprets and enforces the laws prohibiting deceptive advertising, maintains regulatory guidelines on endorsements, including those that appear in social media.

Legal Responsibility

Employees are legally responsible for what they post online, whether on a personal site or a College-sponsored site. You can be held personally liable for defaming others, revealing trade secrets or proprietary information, and copyright infringement, among other things. All College policies apply to your online posts, including those posted on College-sponsored sites. All employees who post content to organization sites and pages via their personal account must include the following disclaimer: "The posts on this page express my own views and opinion, and do not necessarily reflect the views of the Blessing-Rieman College of Nursing and Health Sciences."

Guidelines for Postings

- Be respectful. When you post about the College, its products and employees, customers, and competitors, use good judgment, and be professional. It's fine to disagree, as long as you do so in a civil way and you're not offensive.

- Post often. We want readers to return and see what's new at the College, and the best way to do that is to post at least weekly.
- Be part of the conversation. When appropriate, link to other sites, articles, blogs, and media on the same topic. And of course, link to the College website when appropriate.
- Accuracy counts. Before you publish a blog post or a social media entry, confirm it for accuracy. When writing about College business, check with the appropriate people in-house to make sure you've got the facts straight. If you later learn you've made a mistake, say so -- and correct it.
- Avoid inappropriate topics. We want you to generate interest, but there are many ways to do that without offending readers or placing the College in the midst of a controversy. All College policies, including those that prohibit harassment, discrimination, and unprofessional conduct, apply with equal force to your online posts.
- Respect ownership of intellectual property. Don't copy or use work by someone else (including text, photos, and video) without proper authorization (and if required, attribution). If you're referring to a copyrighted story, keep your quotes short; if you want to refer to another's work, it's best to link to it in its entirety.
- Keep the College's secrets. Don't refer to or reveal the company's trade secrets and proprietary information. If you aren't sure whether to reveal particular information in your post, speak to your manager.
- Maintain patient and employee privacy. Do not mention patients by name or identifying details without written authorization from the patient. If you want to discuss or mention coworkers in your posts, you must get their permission first.
- Ask -- and think -- before you post. Remember, your posted content represents you and the College to the public—and all of us want that representation to be positive. If you aren't certain that what you plan to post is appropriate and legal, check with your manager before you post.
- All posts should be within the guidelines of HIPAA, FERBA and the ANA Principles for Social Networking.
- Governing Comments. Not all commentary is fit to print. The following guidelines should be used to govern comments:
 - Do not allow the posting of spam, advertisements, or comments that merely link to another website (unless they are responsive to the original post).
 - Do not allow the posting of any comment that is obscene or offensive.
 - Do not allow the posting of any comment that reveals trade secrets or proprietary information. For example, if a competitor's employee reveals that company's confidential information in a comment, remove it immediately and report it to your manager.
 - Do not remove relevant anti-College comments simply because they are negative. Do not engage in online arguments or "flame wars" through social media commenting. Notify the College's Marketing Committee and College Administration about how -- and through which medium -- to respond appropriately.
 - If you receive a complaint about the College or student activities in a comment, immediately notify the College's Marketing Committee and College Administration so the situation can be handled directly.
 - Site Deactivation: Inactive social media sites are harmful to the reputation of an organization and are similar in concept to an abandoned building. The social media site sponsor and authorized employee(s) are responsible for promptly deactivating social media sites when they are no longer useful or have turned inactive.
 - Sanction for Violation: Any policy violation may result in removal of Social Media Sites and/or disciplinary action up to and including termination. In addition, the matter will be referred to the appropriate government agencies as required by regulation/law.

STUDENT ACCOUNTABILITY WITH THE COLLEGE'S POLICIES

POLICY

The College, in fulfilling its mission as an institution of higher learning, strives to create a community environment that fosters personal, academic, and professional growth. Such an environment is based on values

and attitudes that promote mutual respect, protect the rights, and ensure the safety of all members of the College community. Therefore, a student's breach of College policies is not taken lightly and violations are reviewed for action. Violations of an academic nature are reviewed by the Academic Committee, and the Student Development Committee reviews violations of policies governing student life.

Attendance at the College is a voluntary choice on the part of the student and that choice includes acceptance of College policies as well as behavioral and performance expectations. While residing on or taking classes on the College's campus, students are under the jurisdiction of the College's policies. Students are also under the jurisdiction of College policies when attending or participating in College-sponsored activities and events.

STUDENT AFFIRMATION STATEMENT

POLICY

All students are required to sign the Student Affirmation Statement annually during the first month of each academic year. Any student who chooses not to sign the Student Affirmation Statement is not permitted to attend classes or clinical, or make up any missed assignments. Signed Student Affirmation Statement are placed in the student's record.

The College's Affirmation Statement states:

I understand that as a nursing student, I am a member of a profession which places me in a position of confidence requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that as a member of the nursing profession, I have a responsibility to act in a manner consistent with the essential attributes of the profession and I am required to report others who are not. In this regard:

I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patient or their family members that is disclosed to me in my capacity as a BRCN nursing student. In addition, I agree not to inappropriately disclose confidential information about my agency or institution that is disclosed to me in my capacity as a BRCN nursing student. I will adhere to HIPAA guidelines.

I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses and Social Policy Statement.

I will maintain and uphold the Student Code of Conduct, ICARE standards, and academic integrity policy of BRCN and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing or copying another's assigned work, falsifying documents, or lying about any situation.

I will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e. My Space, Facebook, Twitter, cell phones, etc.). Nor will I leave/save any patient, family, faculty, clinical facility or student information on any open access desktop or hard-drive or portable electronic device.

STUDENT CODE OF CONDUCT

POLICY

The Just Culture model is the philosophy of the College. The College implements the Just Culture model within its Student Code of Conduct. The Just Culture creates an atmosphere of trust, encouraging and rewarding people for providing essential safety-related information. A Just Culture is one in which the reporting of student errors and near misses, as discussed more below, is supported without fear of retribution.

This policy is to ensure a fair and just process. Just Culture refers to a values-supportive model of shared accountability. It's a culture that holds organizations accountable for the systems they design and for how they respond to student behaviors fairly and justly. In turn, students are accountable for the quality of their choices and for reporting both their errors and system vulnerabilities. Just Culture is an established set of objective pathways utilized to identify if the error occurred due to a system or process issue (for example, the established process doesn't work, the pharmacy is closed, the patient is not in the room) and/or due to human error. Individuals are held accountable for their actions or behaviors. Individuals will be consoled for human errors, coached for at-risk behavior, and held accountable for reckless behavior independent of the outcome.

CODE OF BEHAVIOR

Students enrolled at the College are expected to assume personal responsibility for their own actions, to show respect for self and others, and to promote an educational environment within the College community.

Students are expected to comply with the *ANA Code of Ethics* and the *ANA Principles for Social Networking*, ICARE Standards, College policies, and the policies of cooperating agencies. All of these College policies are located in the Student Handbook. Agency policies are reviewed during clinical orientations.

At the beginning of each year, students will sign an affirmation statement agreeing to comply with the College's Student Code of Conduct and ICARE standards. Failure to sign this statement will result in the student not being allowed to attend classes, clinical, and any other College activities.

Nursing students, who are preparing to become members of the nursing profession, have an ethical obligation to report and take appropriate action regarding instances of violation of the Student Code of Conduct or ICARE standards. The student then has the obligation to report the violation to a faculty or staff member at the College. Notwithstanding the previous sentences, reports of conduct covered by the college's Sexual Misconduct Policy should be directed to the Title IX Coordinator immediately. Complaints falling under the Sexual Misconduct Policy are addressed pursuant to separate procedures.

Consequences for students who violate the Student Code of Conduct or the ICARE standards depend on the seriousness of the infraction and implementation of the Just Culture Pathway. Students who do not conduct themselves in a manner that is compatible with the mission, philosophy, and values of the College are subject to disciplinary action up to and including dismissal or suspension from the College. Other consequences may include but are not limited to: writing a paper explaining the violation and the consequences of the action by applying ethical principles to the situation, failing of a test or assignment, or failing of a course.

Duties

Within the college, students and employees are tied together and to the college through a set of duties. These duties spring from the Code of Conduct, ICARE standards, college and agency policies, laws and regulations

governing the college, as well as commitments made to each other during the course of college business. These duties take two (2) forms:

The Duty	Explanation
The duty to avoid causing unjustified risk or harm.	A general duty to not create unreasonable or unjustified risk or harm to each other. Examples: duty to avoid causing harm to patients, visitors, employees, and fellow students. This duty includes physical, emotional, and financial harm.
The duty to follow a procedural rule when working within the college.	An explicit duty to follow rules created within the system designed by the college and agencies, regulator, professional society, or local group. Examples: duty to follow medication protocol, duty to follow patient restraint policy, duty to report adverse events, duty to follow ICARE and Code of Conduct Standards, duty to follow College and agency policies.

Event/Breach of Duty

There are many types of events and breaches of duty that could lead to action under this Student Code of Conduct. Such an event/breach of duty includes, but is not limited to, any situation in which a student:

- Fails to meet clinical and classroom expectations.
- Fails to comply with policies and procedures of the college and agencies.
- Fails to comply with the Confidentiality policy.
- Fails to comply with the Compliance Program and HIPAA.
- Fails to comply with the Student Code of Conduct/ICARE Standards.
- Fails to comply with Academic Honesty Policy.
- Fails to comply with reasonable instructions from college or agency personnel.
- Fails to behave in a way that is consistent with the college's mission and/or values.
- Fails to properly report an incident under this policy.
- Engages in, or threatens to engage in, behavior that poses an immediate danger to the life, health, welfare, safety, or property of others.
- Is dishonest, misrepresents facts, or falsifies records.
- Creates an inappropriate risk or harm to others, or threatens such risk or harm.
- Uses the college's computer system in an unauthorized manner.
- Behaves in any other way that, in the discretion of the college, is not in its best interests.
- The college reserves the right to address any other conduct that it deems inappropriate even though it is not expressly covered in the above list.

PROCEDURE FOR REPORTING AND ADDRESSING ALLEGED STUDENT CODE OF CONDUCT VIOLATIONS

Use of Pathway

A Just Culture Pathway is followed for investigation of all events/breach of duty alleged to have occurred by a student at the College. The possible Pathways are explained in chart/algorithms, available at the end of this policy. There are three (3) potential conclusions, which include (1) human error; (2) at-risk behavior; and (3) reckless behavior. Because a student's history of errors, level (sophomore, junior, senior), etc., are considered during the process, similar types of conduct engaged in by different students could result in different Pathway conclusions.

1. **Human Error** - Human error involves unintentional and unpredictable behavior that causes or could have caused an undesirable outcome, either because a planned action is not completed as intended or the wrong plan is used to achieve an aim.
 - a. Human errors may include near misses. A near miss in this context is when an actual error is not made even though there was some type of inappropriate conduct (for example, a student miscalculated a medication dose but does not administer the incorrect dose).
 - b. When a human error occurs, faculty or staff console the student and use documented coaching when necessary. Consoling may include showing empathy, listening, and advising the student about appropriate behavior.
2. **At-Risk Behavior** - to drift into unsafe habits, to lose perception of the risk attached to everyday behaviors, or mistakenly believe the risk to be justified.
 - a. At-risk behavior typically includes habitual or more serious events/breaches of duty.
 - b. When at-risk behavior occurs, faculty or staff initiate coaching, which may include explicit teaching/tutoring about the expectations/process/procedure and/or warning in a timely manner, and possible academic consequences. This may be the only corrective action needed and may be done without consulting the appropriate Dean. Additional actions may be taken by the Code of Conduct Committee. Documentation of the action taken is to be sent to the Student Services Officer according to the procedure outlined below.
3. **Reckless Behavior** – knowingly choosing to place themselves or others in harm’s way. The student sees the risk, and they understand the harm that can be done. They choose to place their self-interest above the rest of the system.
 - a. Reckless behavior typically includes repeated or very serious events/breaches of duty.
 - b. Faculty or staff must consult with the appropriate Dean to determine the appropriate course of action, which may include coaching, warning, final warning, and possible academic consequences.

Repetitive Human Errors or At Risk Behaviors

In addition to actions stemming from single events, when it is found that a student has committed a series of human errors or at-risk behaviors and that education, coaching and/or warning have not been effective in changing behavior, the student will be subject to additional action as deemed appropriate by the College.

Documentation of the Event

Documented Counseling

When there has been an alleged event/breach of duty giving rise to action under the Student Code of Conduct, the action to be taken is determined by the investigation and Pathway findings. Documented coaching should be used prior to any formal action being taken. Documentation of coaching should be completed utilizing the Academic/Code of Conduct notice and sent to the Student Services Officer and maintained in the faculty or staff file. *This does not require the student’s signature* but is a reminder to the faculty or staff as to the content of the discussion and when the discussion took place.

Code of Conduct Violation Reports

When any member of the College community witnesses an event/breach of duty, or suspects that an event/breach of duty has occurred by a student, the individual is obligated to do the following:

1. Promptly discuss the situation with the student engaged in the questionable conduct. A student who will be approaching another student in these circumstances can talk with an administrator or faculty member for

assistance and guidance in handling the situation. If this is not possible for the student who witnesses or suspects an event or breach of duty, the student has the obligation to report the violation to a faculty or staff member at the College.

2. Following the discussion with the student engaged in the questionable conduct, the College community member (faculty, staff, administrators and students) must complete and submit a Code of Conduct Violation Report to the Student Services Officer within five (5) working days of the initial identification of the event/breach of duty. The Academic/Code of Conduct notice form is available in the Student Services Office or from the “Forms” section of the college’s website (INSERT LINK).
 - a. The student alleged to have engaged in the event/breach of duty in violation of the Student Conduct Code is not required to sign the Code of Conduct Violation Report before it is sent to the Student Services Officer. Additionally, the student has the right to submit a rebuttal to the Student Services Officer that will be attached to the Code of Conduct Violation Report and considered throughout the remainder of the process.

If a violation of this Student Code of Conduct for a student to not follow the previous steps when s/he witnesses an event/breach of duty or suspects that one has occurred. However, all reports of sexual misconduct should be made to the college’s Title IX Coordinator immediately instead of following the steps above.

Faculty and students may not report an event/breach of duty anonymously but students do have the right to have their identity protected from the accused in most situations. Retaliation for filing a report is prohibited and the College will take steps to protect a person who has made a report. A person who feels like they have been retaliated against for making a report or providing information related to a violation should contact the Assistant Dean of Support Services. Every effort will be made by the college to protect the person making an accusation from any repercussion associated with the incident.

PROCEDURAL STEPS FOLLOWING A REPORT

Review of a Code of Conduct Violation Report & Investigation

Within five (5) working days of receiving an Academic/Code of Conduct notice, the Student Services Officer reviews it with Student Development Committee Chair to determine if there has been an event/breach of duty that is a violation of the Student Code of Conduct and, if so, appropriate sanctions. Upon consideration of the issues involved, one of the following will occur:

1. Both the Student Services Officer and the Student Development Committee Chair agree that the event/breach of duty is a violation of the Student Code of Conduct.
 - a. In this situation, the Student Services Officer will set a meeting with the student to discuss the matter within ten (10) working days of receiving the Academic/ Code of Conduct Notice.
 - b. The Student Services Officer may also, as necessary, engage in further investigation, gather evidence, and discuss the issue with the complainant/reporter and/or other potential witnesses.
 - c. The Student Services Officer can enforce coaching and warning actions that have been previously imposed.
 - d. If the student wishes to appeal this decision, the Code of Conduct Committee will be convened to make a final determination on the matter in accordance with the Appeal Process outlined below.
 - e. If the Student Services Officer determines that the situation warrants a final warning or a recommendation of suspension or dismissal, a Code of Conduct hearing will take place in accordance with the Hearing Process outlined below.
2. Both the Student Services Officer and Student Development Committee Chair agree that a Student Code of Conduct violation did not occur.
 - a. The student is informed of the decision of no action.
3. The Student Services Officer and Student Development Committee Chair do not agree.

- a. The matter is turned over to the Code of Conduct Committee to vote on whether it is a Code of Conduct violation. This will occur within ten (10) working days of the Code of Conduct Committee receiving the violation notification.

Within ten (10) working days of receiving the Code of Conduct Violation Report, the Student Services Officer will notify the student in writing of the decision, unless circumstances warrant a lengthier timeframe (if more time is needed, the student will be so notified in writing). If there will be a Code of Conduct Committee hearing, the student will also be notified of the date, time and location of the hearing.

Hearing Process

Formation of the Code of Conduct Committee

At the beginning of each academic year, the Chair of the Student Development Committee appoints a Code of Conduct Committee. This committee consists of a chairperson, who is a member of the Student Development Committee, the Student Services Officer, at least two (2) other faculty or staff members of the Student Development Committee, and at least two (2) students. If it is an Academic Integrity issue, two (2) faculty members of the Academic Committee will serve.

Hearing Procedures and Guidelines

The Chair of the Code of Conduct Committee will determine the procedures for carrying out the hearing with the following guidelines in mind:

1. If any member of the Code of Conduct Committee is involved in the incident in any manner (accuser, accused, witness), that member is excused from the proceedings as an official member of the Code of Conduct Committee for that incident.
2. All evidence and discussion presented at the hearing remains confidential.
3. The accused student(s) may choose a support person to help him/her prepare for the hearing and to accompany him/her to the hearing. The support person is not permitted to contribute or communicate in any manner during the hearing process. If the support person fails to comply, s/he will be asked to leave the hearing. The support person may not be a lawyer as this is an internal process and not a civil process.
4. Recording is not allowed during the hearing process at any time. Minutes will be kept by a member of the Committee or designee. All minutes, copies of letters notifying all involved parties and any other evidence are kept in a locked file.
5. All parties presenting evidence to the Committee are heard individually. Committee members will have an opportunity to ask questions and seek clarification from all involved parties.
6. In no event will the hearing extend beyond one day in length, unless the Chair determines it is necessary based on extraordinary circumstances.
7. After all parties are heard, the Committee meets in private and discusses the evidence and determines, by majority vote, if the student committed a violation, and if one or more college-wide administered sanctions should occur using the appropriate Just Culture Pathway. The Committee will review the student's prior record for any Code of Conduct violations, and previous incidents are considered when deciding which sanction(s) are to be imposed. Possible sanctions may include, but are not limited to the following:
 - Counseling/coaching
 - Warning
 - Final warning
 - Recommendation to the Assistant Dean of Support Services for suspension or dismissal from the program (see Suspension/Dismissal Policies in the Student Handbook)
8. Possible sanctions for Academic Integrity violations may include but are not limited to:

- A score of zero on the involved exam, paper, or assignment which may or may not result in a failing course grade.
 - A failing score on the involved exam, paper, or assignment which may or may not result in a failing course grade.
 - A failing course grade.
 - A recommendation for dismissal or suspension from the program.
- If the incident occurred during class or clinical and the faculty member has already imposed sanctions for the violation in question the Code of Conduct Committee may or may not take further actions based on patterns of behavior/infractions by the student(s) in question.
9. All decisions of the Committee must be documented in writing.
 10. All parties are notified in writing of the hearing outcome and sanctions levied by the Code of Conduct Committee within three (3) College working days. An explanation of the reasons for the decision will be included. An appeal of the Committee's decision may be made pursuant to the Appeal Process outlined below. Failure of the student to appear for the hearing results in College sanctions based solely on the evidence.

APPEALS PROCESS

When a student wishes to appeal the decision/sanction of the Student Services Officer, s/he should do so as follows:

1. Within five (5) working days of being notified of the Student Services Officer's decision, the student must submit a written letter of appeal to the Student Services Office. The letter should specifically state the reasons for appeal. An appeal that is not timely filed will not be considered and the matter will be deemed resolved.
2. If an appeal is timely filed, a hearing with the Code of Conduct Committee will take place within in fourteen (14) working days of submission of the notice of appeal in accordance with the Hearing Process outlined above.

When a student wishes to appeal the decision/sanction of a Code of Conduct Committee hearing, s/he should do so as follows:

1. Within five (5) working days of being notified of the hearing decision, the student must submit a written letter of appeal to the Student Services Officer. The letter should specifically state the reasons for appeal. An appeal that is not timely filed will not be considered and the matter will be deemed resolved.
2. If an appeal is timely filed, within in ten (10) working days of receiving the letter of appeal, the Student Development Committee will convene to review all of the available documentary evidence and make a final decision. The student will be notified of the Student Development Committee's decision within three (3) working days of the Committee's meeting. The decision of the Student Development committee is final.

SUSPENSION/DISMISSAL PROCEDURES

When the Code of Conduct Committee recommends suspension or dismissal, the matter is sent to the Assistant Dean for Support Services for consideration. This consideration will be made either (1) after the Code of Conduct Committee's recommendation has been upheld on appeal by the Student Development Committee, or (2) after the appeal deadline has passed, if an appeal has not been filed.

The Assistant Dean for Support Services will review all of the available documentary evidence and may meet with the student and/or other parties and school officials as determined necessary in order to reach a decision. The Assistant Dean for Support Services' decision is final, and the student will be notified of the decision in writing.

STUDENT RESPONSIBILITIES DURING THE STUDENT CONDUCT PROCESS

The student has the responsibility to act professionally throughout the entire process. Not doing so may be considered a separate violation of the Student Code of Conduct.

STUDENT FILE AND NOTIFICATION OF PARTNER INSTITUTIONS

If the student is found to be in violation of the student code of conduct, the documents relative to the results of the student conduct process are placed in the student's permanent file in the Registrar's Office. The Vice President of Academic Affairs of the partner institution is notified of the outcome of conduct proceedings for those students enrolled in their joint program when the student is found to be in violation of the code of conduct.

If the student is found not to be in violation of the code of conduct, no information on the charge is placed in the student's permanent file, nor is it shared with the partner school. The documents related to the possible violation are kept in the Student Service Office and may be reviewed in the future for a possible pattern of code of conduct violations.

PATHWAYS FOLLOW ON NEXT PAGE

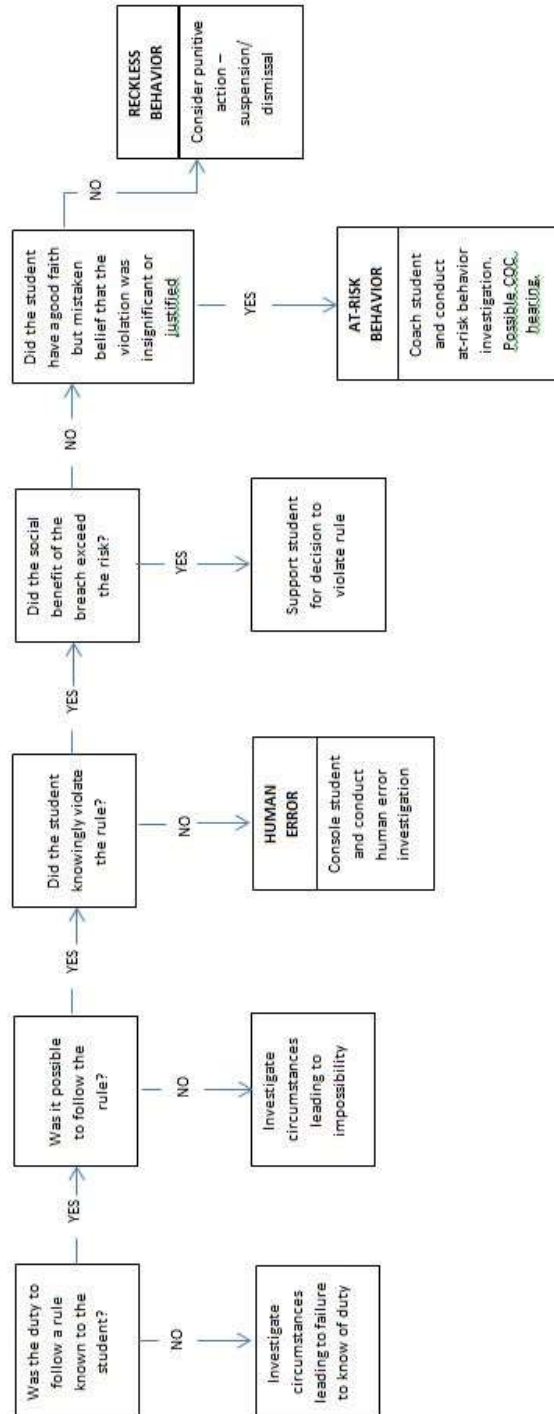
PATHWAYS

DUTY TO FOLLOW A PROCEDURAL RULE

Did the student breach a duty to follow a procedural rule in a system designed by the college or agency?

Note: This path applies when the student works within a system and is responsible for being a reliable component within that system. (COC = Code of Conduct)

Highlight or circle the path taken that determined the outcome. Include this algorithm with the Code of Conduct Report

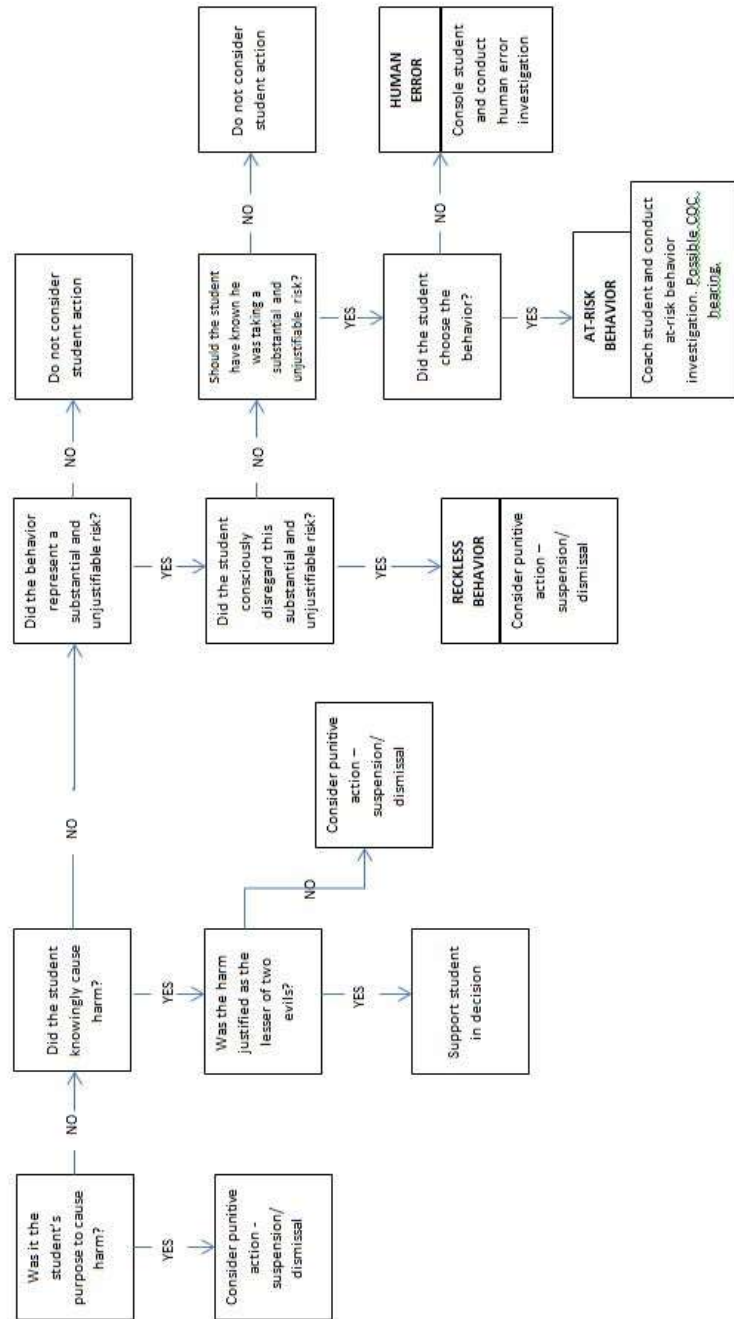


When working under a duty to follow a procedural rule within a system, a student will be subject to punitive action when they have acted with reckless disregard toward the risk.

Adopted from Just Culture Algorithm v3.2 For Employers

DUTY TO AVOID CAUSING UNJUSTIFIABLE RISK OR HARM

Did a student put an organizational interest or value in harm's way? (COC = Code of Conduct)

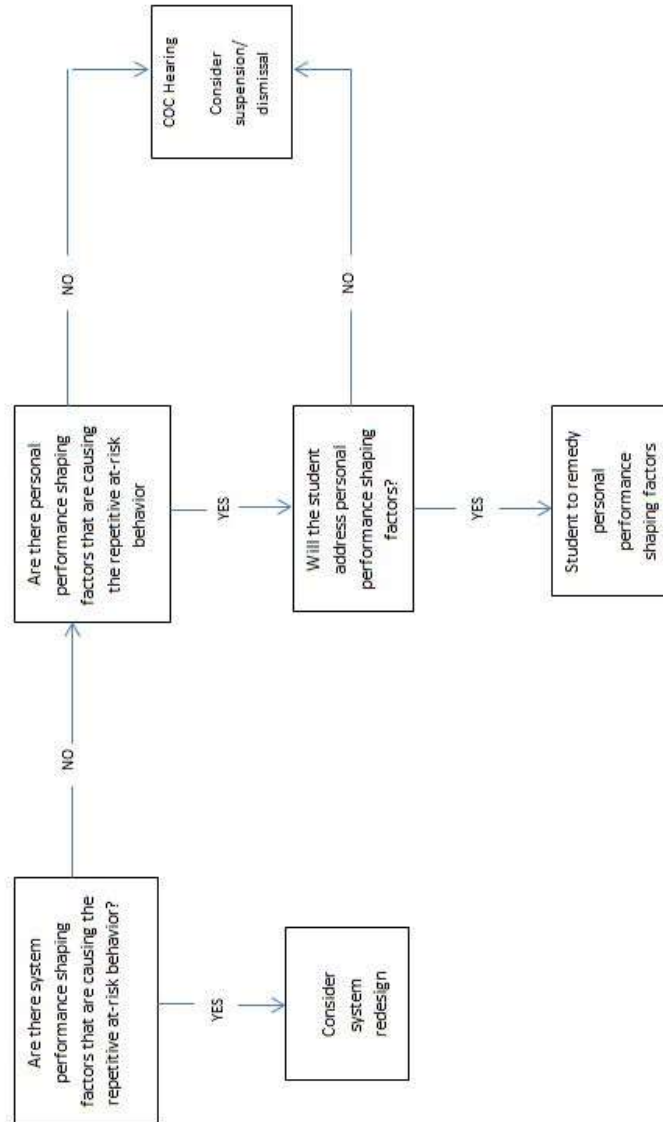


At all times, a student will be subject to the duty to avoid causing unjustifiable risk or harm to himself, to fellow employees, customers, visitors, and to the organization. Under this duty, a student who has acted with reckless disregard toward a potential harm will be subject to punitive action.

REPETITIVE AT-RISK BEHAVIORS

(COC = Code of Conduct)

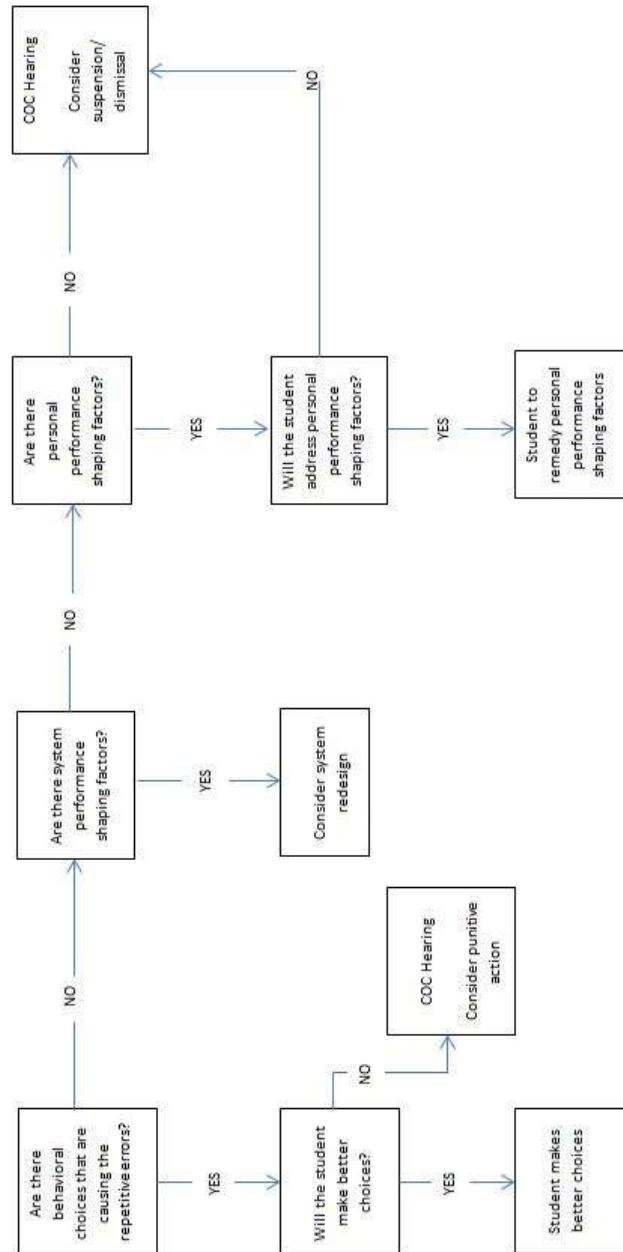
Highlight or circle the path taken that determined the outcome. Include this algorithm with the Code of Conduct Report



REPETITIVE HUMAN ERRORS

(COC = Code of Conduct)

Highlight or circle the path taken that determined the outcome. Include this algorithm with the Code of Conduct Report



STUDENT ORGANIZATIONS

STUDENT NURSES ORGANIZATION (SNO)

All nursing students are members of SNO, a self-governing group. The purposes of the organization are to promote a spirit of fellowship among students, to uphold the ideals of the College and the profession of nursing, to promote a program of school activities for enrichment of life, and to unify students on all campuses.

Representatives of the faculty, who are members of the Student Development Committee, serve as advisors.

Student Representation

A function of SNO is to provide student representation in the governance of the College. Students actively participate in the governance of the College through membership on the Faculty Organization and on most standing committees of the Faculty Organization. SNO is also the liaison group with the Student Development Committee at the College and various groups and offices on the Culver-Stockton College and Quincy University campuses.

Meetings

SNO meets at least once a month, with regular meeting times established each semester at the first meeting. Meeting reminders are posted monthly at all campuses. Copies of meeting minutes are provided at each meeting and additional copies are available from the Student Development Committee by request.

Following elections in December of each year, the new Executive board has until the first week in May to submit any revisions of the bylaws, a list of officers, a list of members, and names of advisors to the Student Services Officer.

STATE AND NATIONAL STUDENT NURSE ORGANIZATIONS

All nursing students become members of the National Student Nurses' Association (NSNA). Through this organization, students can participate at the national, state, and local levels. Participation provides an opportunity to become aware of current trends and issues within the profession of nursing.

The Student Nurses Association of Illinois (SNAI), affiliated with NSNA, is a standing committee of SNO. SNAI serves to address the professional concerns of student nurses. Membership is elective and a separate fee is required. See the bulletin board in the College student lounge for more details.

NURSING ALUMNI ASSOCIATION

Every graduate is encouraged to join and actively participate in the Blessing Nurses' Alumni Association. Each year the graduating class is honored by the association at a banquet. Since its establishment in 1900, the organization's membership has worked to advance the interests of the College, provide scholarships, promote good fellowship, and uphold the standards of professional nursing.

SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau International is the international honor society of nursing. Its vision is a global community of nurses leading the profession in scholarship, knowledge, and technology to improve the health of the people of the world. The chapter of Sigma Theta Tau at the College is the Pi Pi Chapter. Senior nursing students who have at least a 3.0 GPA and are in the top 35% of their class are invited to join the honor society.

AMERICAN ASSOCIATION FOR RESPIRATORY CARE (AARC)

Students are encouraged to become involved in professional organizations for Respiratory Care such as AARC. The membership fee is \$50 for 12 months. Membership includes 2 monthly magazines (Respiratory Care and AARC Times), reduction in registration fees at national meetings; literature from manufacturers, and membership to the Illinois Society for Respiratory Care (ISRC).

STUDENT SERVICES

CAREER SERVICES

College faculty and the career offices at Culver-Stockton College and Quincy University are available to any student wishing to investigate career opportunities. All three college libraries contain career materials. Students seeking career opportunities are encouraged to ask faculty members to complete recommendations for placement files. Placement files are maintained by the career offices of partner institutions.

COPY AND FAX

The Blessing Health Professions Library maintains a copy machine that is available for student use. The charge is five cents per copy. Payment is expected upon completion of copying. The copy machine is available during library hours.

The Library FAX number is 217-223-6400. The College's FAX number is 217-223-4661. The FAX number for the College Registrar, Student Services, and Financial Aid Offices is 217-223-1781. The charge will be based on the length of transmission time, with a minimum \$1.00 charge. There is no charge for the receipt of FAX correspondence.

COUNSELING

The College provides counseling services through the Learning Resource Center. Services include crisis intervention, stress management, coping strategies, time management, confidence building, and finding resources to help manage crises. The purpose of the College's counseling services is to empower students to promote their own successful learning. The College's counselor is Sarah Mueller who can be contacted at 217-228-5520, x6997 and her email is MuellerS@brcn.edu

FOOD SERVICE

Food service is available to students through the Blessing Hospital cafeteria. Students can purchase meals and other food items at a 50% discount when showing their College/Blessing Hospital ID/name badge.

The College offers an optional Cafeteria Cash Card Program that allows students to scan their name-badge at the register to pay for food purchases from the Blessing Hospital cafeteria or the Blessing Tea Room. To participate in this program or have questions about the program, contact Nancy Campbell in the Financial Aid Office at 217-228-5520, ext. 6996 or ncampbell@brcn.edu. Open enrollment for the program begins on the first day of classes in August and ends August 30th.

LIBRARY AND COMPUTER CENTER

The library web page provides access to databases, electronic books, electronic journals, and online tutorials. The web page (www.library.brcn.edu) is available 24-7. Remote access is available through the library's single sign-on program. For more information about this access, contact the library for more information

The Blessing Health Professions Library is spacious and has designated areas for group and individual study.

The library includes:

- Public access computers.
- Wireless access for personal laptops.
- Loaner laptops are available for work within the library facility.
- Reference and research help.
- A web page with electronic resources and online tutorials.
- Interlibrary loan.
- Print collections.
- Copiers, scanners, and laminators.
- Professional help with poster design and printing.
- Library orientations and computer classes.

General library policies are:

- Print materials are checked out for one month and are renewable.
- Print journals are used in the library only.
- Fines (25 cents/day) must be paid by the end of each semester or grades will not be released.

The Computer Center is under the direction of the library staff and is opened only during library hours. Computer work is self-directed. However help is available. The Center is also used for testing.

LEARNING RESOURCE CENTER (LCR)

All students who feel they need additional assistance to meet educational objectives may use the tutoring facilities at Culver-Stockton College or Quincy University.

Tutoring is also available on the College's campus. Tutoring is provided by the College Learning Resource Center that is located on the north side of the College Student Services/Apartment Building that is located across the street from Blessing Hospital at the intersection of 11th and Spring Streets. Tutoring services are available for APA formatting, writing, math, nursing content, test taking, study strategies, and time management.

Tutoring services are provided by the following individuals:

	Phone Number	Email
Kim Erskine, MSN, RN	217-228-5520, x6911	ErskineK@brcn.edu
Barb Taylor, BSN, RN	217-228-5520, x6992	TaylorB@brcn.edu
Christian White, MSN, RN	212-228-5520, x6955	WhiteC@brcn.edu

Tutoring services are available by appointment. Appointments are made by calling or emailing one of the above individuals. Referrals for tutoring may be made by faculty as a strategy to help students achieve success with their course work.

LOCKERS

Student lockers are in the Student Lounge that is located in the College of Nursing Building. Students must purchase their own combination locks and are expected to remove locks and all personal belongings from lockers at the end of the academic year. Remaining locks are removed and the contents of the lockers become the property of the College.

The College retains the right to inspect the contents of all lockers for items that are in violation of the College's policies. The locker will only be inspected in the presence of the student. The College assumes no responsibility for the loss or damage of personal belongings.

LOST AND FOUND

Lost and found articles are taken to the College's Academic Assistant whose office is in the Main College Office. Blessing Hospital's Lost and Found can be reached at ext. 6720.

MAIL SERVICE

The College's students are to forward mail to their place of residence and not to the College. For College use, a mailbox and key are issued to each student upon receipt of a \$20.00 deposit. A portion of the deposit is refunded when the key is returned. All students are assigned a College mailbox by the Student Services Office and are expected to routinely check it for information from College offices and faculty. All keys are returned at the end of each academic year.

PARKING

Students must display a College parking ID on the left corner of the front window on their vehicles. Parking IDs are available from the College's Student Services Office during semester registration. Students attending Culver-Stockton College or Quincy University must display that institution's parking permit as well.

It is the student's responsibility to obtain a new parking permit from the Student Services Office when there is a change of vehicles or the old permit is damaged. Instructions for proper display of the permit will be given at the time of issue.

Students only park in Lot 21. Failure to park in these areas will result in a parking ticket and a progressive fine being issued. The first offence is a \$20.00 fine. The second offence is a \$40.00 fine. The third offence is a \$60.00 fine and possible dismissal/suspension from the College. Students will have two weeks from the official notification date to pay the fine. After the two weeks have passed, students will be assessed an additional \$0.25

for every additional day late. Failure to pay a fine can result in withholding grades and/or not be allowed to register or graduate. All fines are payable in the Student Services Office. Appeals are subject to the discretion of the Student Services Officer.

Parking violations are issued for improper parking in spaces or lanes, failure to park in designated areas, and failure to properly display the parking permit.

PEER MENTORING

The purposes of the peer mentoring program are to provide academic support and promote student engagement.

MENTORS

Mentors are students who are a:

- Knowledgeable and experienced guide.
- Caring, thoughtful, and humane facilitator.
- Role model
- Trusted ally or advocate.

MENTEES

Mentees are the College's students who desire to enhance their college experience through:

- Establishing positive, personal relationships within the College.
- Seeking help to develop academic and life skills.
- Accessing academic and college resources.
- Enhancing their ability to interact comfortably and productively with people/groups from diverse racial, ethnic, cultural and socioeconomic backgrounds.

BECOMING A MENTOR

The process to become a mentor involves:

- Filling out the mentor application.
- Willing to mentor on a voluntary basis.
- Being a junior or senior in good standing.
- Having no ICARE or student code of conduct violations.
- Participating in a required peer mentor training program.
- Upholding peer mentoring guidelines and responsibilities for being a good mentor.
- Obtaining one faculty and one staff or two faculty signatures.
- Being approved by the SNO Executive Committee.
- Being approved by the Peer Mentoring Subcommittee.

The application deadline for becoming a mentor for the following academic year is March 30th. Applications are obtained from and submitted to the Student Services Office.

REDEMPTION OF EXPERIENTIAL LEARNING (EXP) DOLLARS

POLICY

The Experiential Learning (EXP) Rewards program is designed to help students take advantage of the experiential courses offered as part of the College's curriculum. A student in good standing can have up to \$1,000 in EXP reward vouchers for use during his/her junior and senior years at the College. These are to be used toward payment of any special fees associated with taking courses. These might include costs for courses that involve domestic or foreign travel, research materials, off-campus internship expenses, attendance at approved academic conferences, or other authorized expenses.

REQUIREMENTS

- To redeem EXP Reward vouchers, students must be in good academic standing. Any student who loses his/her good standing as defined in College policies loses his/her voucher earnings for those semesters and does not start to earn again until the semester after probation ends.
- Students must be in good standing with the Student Services Offices (holds on any College accounts, office requirements turned in and up to date, unpaid fines, no outstanding balances in Financial Aid, etc.).
- Students who have a violation of the Student Code of Conduct at a warning level or higher or ICARE standards in the past 12 months may not be allowed to participate in EXP courses or use EXP dollars.
- Students must be enrolled continuously as a College student to earn and redeem EXP Reward vouchers.
- Any student who does not use his/her EXP Reward vouchers during his/her College career forfeits the vouchers.

Reward vouchers **can only be used** for course expenses and **cannot be applied** toward payment of tuition, room, board, books or other usual fees.

Students have \$1000.00 available to them the start of the Junior year. Each semester on probation will result in a loss of one (1) semester's worth of EXP dollars. One (1) semester of EXP dollars is valued at \$250.00.

Students enrolled in an eligible course may redeem the voucher for a particular semester or accrue the reward toward a future experience. If the reward is redeemed toward a course with a fee of less than \$500, the remaining voucher amount will be available to use for a future study experience. A student is only eligible to redeem the maximum amount of dollars for a particular course, even if the student has more than that amount accrued. (Example: If a student has a balance of \$1,000, and the cost of a course is \$500, only \$500 will be issued to the student at that time for that particular course.)

If a student receives reward money for a course, and does not complete the course, the student will be required to return the full amount of reward money to the College's Student Services Office prior to pre-registration for the following semester, graduation, or release of transcripts.

The drop date for an EXP course is the add/drop date listed on the College academic calendar for each semester.

Any College student enrolled in partnership with Culver-Stockton College or Quincy University and the College is also eligible to redeem his/her reward vouchers toward an EXP course offered through the partner campus. Balances remaining from partners accrued from the freshmen and sophomore years cannot be transferred to the College for the junior and senior years. Once a student becomes a junior or senior level nursing student, the reward voucher balances start over.

PROCEDURE FOR REDEMPTION OF EXP REWARDS

1. Register for course with advisor during pre-registration.
2. Complete rewards application form and get appropriate signatures.
3. Turn completed form into the College's Registrar's Office with pre-registration form.
4. The College's Registrar will send pre-registration form to partner campus (if applicable) for final registration.
5. EXP vouchers turned in after the add/drop date will not be accepted. (You will not receive any money.)
6. Student Services Officer will request reward money from fiscal services.
7. Student Services Officer will contact the student when money arrives.
8. Student will sign for and pick up reward money from student services office.

STUDENT ASSISTANCE PROGRAM (SAP)**POLICY**

The College offers a student assistance program to junior and senior nursing students, and Allied Health students. Students may access this program for 5 visits at Blessing Behavioral Health Center at no additional charge since the program is included in tuition and fees. Information can be obtained from the Student Services Office or from the College Counselor.

The philosophy of the College is to provide an academic environment that helps students achieve graduation with the confidence and entry level competencies and to further challenge the student to pursue continued personal and professional growth.

Faculty and students recognize that personal growth and professional competency are difficult to achieve at times. The faculty is aware that personal needs, developmental tasks, and family responsibilities may impinge upon classroom and/or clinical performance. To assist the student with personal growth and to maximize academic/clinical performance, the faculty believes in the following policy statement:

Blessing-Rieman College of Nursing and Health Sciences, hereafter known as "The College," recognizes that students from various backgrounds and life situations are sometimes hindered in their learning. These may be, but are not limited to, chemical dependency problems or other problems that can directly impact on the ability to learn. As a college that prides itself on diagnostic and theoretical learning skills, the importance of early intervention in psychosocial and learning deficit areas is a major concern. The College believes an investment in the student's collective needs should be addressed in both the classroom and outside classroom settings."

PURPOSE OF SAP

The purposes of SAP are to:

- Give students who are experiencing psychosocial and/or learning deficit problems the same consideration that would be given to any physical problem.
- Assist in life situations that are interfering with learning and/or meeting curricular requirements.

Policy

- The College expects students to seek voluntary help and assistance throughout the learning process. Faculty and staff are encouraged to bring concerns for student well-being to the President/CEO, the College Counselor and/or the Student Services Officer for early intervention into potential learning problems.

- References to alcohol or drug usage will reflect the inappropriate usage of such substances as may negatively impact the learning process, and/or meeting of curriculum requirements. The College does not presume to regulate social drinking or other appropriate drug usage. However, the campus is a smoke, drug, and alcohol free environment.
- Faculty and staff implementing the policy will assure those voluntarily requesting services that asking for assistance will not be cause for disciplinary action.
- Students will comply with the provisions of the policy statement; noncompliance may be handled as a disciplinary problem.
- Any student counseled by College personnel under the guidelines of this policy statement is assured that all information given will be confidential. If referral is deemed necessary, the student will be informed and will be requested to sign a release for information to be forwarded to the appropriate professional service.
- Acceptance of this policy statement will not insulate any student from normal policies and procedures, nor will it exempt students from completing their normal responsibilities as required by the College academic standards.

PROCEDURE

When student-instructor discussions lead to an awareness of emotional, coping, familial, and/or substance abuse problems, the student may be referred to his or her advisor, or to the Student Services Officer and the College Counselor. The student may enter SAP under the following conditions:

Voluntary

The student voluntarily seeks therapeutic counseling to minimize stresses causing poor performance. Poor performance is defined as achievement below course objectives. The student recognizes the need for referral, and requests guidance in choosing a program.

Mandatory

The student is informed by the Academic Committee that therapeutic counseling is necessary for continued enrollment in the school. Mandatory conditions are those situations in which outward behaviors of emotional instability with the college setting are observed and/or the student is unable to meet course objectives, or exhibits unsafe practices in the clinical area. When the student does not volunteer or complete such counseling, withdrawal or leave of absence may be necessary.

STUDENT EMPLOYMENT

INTERNSHIPS

Blessing Hospital offers students who have completed their junior years paid summer internships in clinical areas of their choice. Students are assigned to a unit and a registered nurse for a contracted period of time. Students interested in internships and/or regular hospital employment may contact the Human Resources Office at Blessing Hospital. Students may earn college credit for these internships. See *Professional Nursing Internships*.

STUDENT ASSISTANTSHIPS

A limited number of assistantships are available each semester with preferences given to junior and senior students. Applicants must be enrolled in a minimum of 6 credit hours, and maintain a cumulative GPA of

2.5. (2.7 GPA effective June 2014 for new students). Positions are renewable each semester based on continued 2.5 GPA and satisfactory job performance. Applications for assistantships are available from the College's Student Services Office.

SPIRITUAL LIFE

As a college whose mission is to develop the individual's mind, body, and spirit, the College encourages the free practice of religious life. A variety of formal and informal religious life opportunities are available in the Quincy area.

A chaplaincy service is provided by Blessing Hospital. The hospital chapel at Blessing Hospital on 11th Street is located on the first floor of the hospital across from the elevators. It is open 24 hours daily for prayer and meditation. Students may contact the chaplain at his office adjacent to the chapel.

STUDENT LOUNGE

The student lounge is primarily for fellowship and relaxation. Students requiring a quiet place to study should use the library. Any outside student using the College's facility is allowed to use the student lounge.

Kitchen facilities are available in the lounge and there is a refrigerator. The refrigerator can be used to store a sack lunch. The lounge also provides soda machines. All students are responsible for keeping the area clean. Students are expected to help maintain an atmosphere conducive to learning by keeping all areas orderly and neat.

Students are reminded that eating in classrooms and the library is not allowed. Drinks are allowed in the classroom **only if they are in covered containers**.

TEXTBOOKS

All nursing textbooks can be purchased online through the College website or another vendor. Information about ordering textbooks can be obtained from the College's website.

VOTER REGISTRATION

The College supports the voter registration requirement that requires colleges to make a good faith effort to distribute voter registration forms to its students prior to state and federal general election days. Illinois Voter registration forms can be obtained anytime from the College's webpage by going to the Student Services page and clicking on the *Illinois State Board of Elections Voter Information* link. The College also sends a dedicated electronic message to all students that provides a link to the state online registration forms.